



Elevate School

Regular Board Meeting

Date and Time

Monday February 9, 2026 at 4:00 PM PST

Elevate School - Middle School Campus, Fireside Room
8404 Phyllis Place
San Diego, CA 92123

The public comment portion of the meeting is set aside for members of the audience to make comments or raise issues that are not specifically on the agenda or those items that are on the agenda. These presentations are limited to three (3) minutes per person and the total time allotted to non-agenda items will not exceed fifteen (15) minutes. Individuals wishing to speak please complete a [Public Comment Request Form](#) by 10:00am on the day of the meeting.

Agenda

	Purpose	Presenter	Time
I. Opening Items			4:00 PM
A. Record Attendance and Guests		Cheryl Gorman	1 m
B. Call the Meeting to Order		Cheryl Gorman	1 m
C. Approve Agenda	Vote	Cheryl Gorman	1 m
D. Approve Minutes from January 12 Board Meeting	Approve Minutes	Cheryl Gorman	2 m

	Purpose	Presenter	Time
E. Core Values and Board Meeting Protocol		Cheryl Gorman	2 m
F. Non-Agenda Public Comment		Cheryl Gorman	5 m
II. Agenda Items			4:12 PM
A. Executive Director Report	FYI	Ryan Elliott	15 m
B. Fiscal Update	FYI	Chancellor Brown	15 m
C. LCAP Midyear Update	FYI	Ryan Elliott	15 m
D. Approve Comprehensive School Safety Plan	Vote	Ryan Elliott	15 m
** Public view version is available in school office for review.			
E. Approve Lease Addendum for 2285 Murray Ridge Rd	Vote	Ryan Elliott	5 m
F. Approve Revised English Learner Reclassification Criteria	Vote	Ryan Elliott	5 m
G. Approve Revised Independent Study Policy	Vote	Ryan Elliott	5 m
H. Executive Director Evaluation MidYear Check-in	FYI	Sophie Karagianes	10 m
I. 25-26 Board Goal Updates	Discuss	Cheryl Gorman	10 m
III. Closing Items			5:47 PM
A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes from January 12 Board Meeting

Section: I. Opening Items
Item: D. Approve Minutes from January 12 Board Meeting
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board Meeting on January 12, 2026

APPROVED



Elevate School

Minutes

Board Meeting

Date and Time

Monday January 12, 2026 at 4:00 PM

Elevate School - Middle School Campus, Fireside Room
8404 Phyllis Place
San Diego, CA 92123

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Directors Present

Becky Madeja, Chancellor Brown, Cheryl Gorman, Jane Levenson, Sophie Karagianes

Directors Absent

None

Guests Present

Ryan Elliott

I. Opening Items

A.

Record Attendance and Guests

B. Call the Meeting to Order

Cheryl Gorman called a meeting of the board of directors of Elevate School to order on Monday Jan 12, 2026 at 4:04 PM.

C. Approve Agenda

Chancellor Brown made a motion to approve the agenda.

Becky Madeja seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Chancellor Brown Aye
Jane Levenson Aye
Becky Madeja Aye
Cheryl Gorman Aye
Sophie Karagianes Aye

D. Approve Minutes from December 8 Board Meeting

Chancellor Brown made a motion to approve the minutes from Board Meeting on 12-08-25.

Jane Levenson seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Chancellor Brown Aye
Cheryl Gorman Aye
Jane Levenson Aye
Becky Madeja Aye
Sophie Karagianes Aye

E. Approve Minutes from October 23 Special Board Meeting

Becky Madeja made a motion to approve the minutes from Special Board Meeting on 10-23-25.

Sophie Karagianes seconded the motion.

Signature of submission to be added to final approved minutes

The board **VOTED** to approve the motion.

Roll Call

Chancellor Brown Aye
Becky Madeja Abstain
Sophie Karagianes Aye
Cheryl Gorman Aye
Jane Levenson Aye

F.

Core Values and Board Meeting Protocol

The Core Values and Board Meeting Protocol was read aloud by the Board.

G. Non-Agenda Public Comment

There were no non-agenda public comments.

II. Agenda Items

A. Executive Director Report

Strong enrollment continues

P1 attendance YTD 96.18% with chronic absenteeism at 6.67%

CDE Charter Performance Category Data File ranks Elevate as High Performing

Enrollment lottery for 2026-2027 school year opened on December 1, 2025, with 307 applications submitted

B. Fiscal Update

Fiscal update was shared with the Board.

Elevate remains in strong financial standing, with not much change since last meeting.

Governor's first rendition of next fiscal year's budget was discussed.

C. Review Winter ConApp

ConApp was reviewed with the Board, along with reminders that the ConApp is reviewed twice a year as a check-in for Federal funding.

D. Approve 26-27 Academic Calendar and Instructional Minutes

Becky Madeja made a motion to approve the 26-27 Academic Calendar and Instructional Minutes.

Sophie Karagianes seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Becky Madeja Aye

Sophie Karagianes Aye

Cheryl Gorman Aye

Jane Levenson Aye

Chancellor Brown Aye

E. Approve 24-25 SARC Report

Chancellor Brown made a motion to approve 24-25 SARC Report.

Sophie Karagianes seconded the motion.

The board **VOTED** unanimously to approve the motion.

Roll Call

Sophie Karagianes Aye
Cheryl Gorman Aye
Chancellor Brown Aye
Jane Levenson Aye
Becky Madeja Aye

F. 25-26 Board Goal Updates

Board goals were discussed.

III. Closing Items

A. Adjourn Meeting

Becky Madeja made a motion to adjourn the meeting.
Sophie Karagianes seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

Becky Madeja Aye
Cheryl Gorman Aye
Chancellor Brown Aye
Sophie Karagianes Aye
Jane Levenson Aye

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:31 PM.

Respectfully Submitted,
Becky Madeja

Coversheet

Core Values and Board Meeting Protocol

Section: I. Opening Items
Item: E. Core Values and Board Meeting Protocol
Purpose:
Submitted by:
Related Material: Elevate Core Values & Board Meeting Norms.pdf

Elevate Core Values & Board Meeting Norms

Excellence: We hold ourselves to a high standard, and believe everyone in our community is capable of achieving greatness.

- We seek opportunities and are prepared to take advantage of them
- We challenge each other in order to achieve the highest standards
- We follow-through on our commitments

Leadership: We believe every person is capable of creativity and innovation that can cause positive change in the world. We will create the opportunities for all students + staff to practice and achieve their leadership potential.

- We model the 7 Habits in our interactions and influence our school community to do the same
- We recognize and build upon the creativity, innovation, and leadership of one another and all those in our school community
- We take a learning stance and seek out examples of innovation and best practice in order to grow

Justice: We are agents of change committed to exploring how our identities, community diversity, and action lead to justice.

- We solicit and listen to all community input, especially voices that often go unheard
- We are transparent with our rationale for decision-making
- We make decisions honoring our most vulnerable members
- We make decisions consistent with Elevate Core Values

Community: We are better together. Each member is valued as an essential contributor to our community.

- We speak to each other in-person, and with kindness and respect, when expressing thoughtful and challenging ideas
- We listen with an ear of understanding and consideration for different perspectives and life experiences
- We focus on bringing the entire Elevate community together by honoring the benefits of our diversity

This is a living document: we will check in on our Elevate Board Meeting Norms based on our Core Values at our annual retreat. As a Board we will undergo a self-assessment of Elevate Board Meeting Norms as needed to encourage mindfulness.

Coversheet

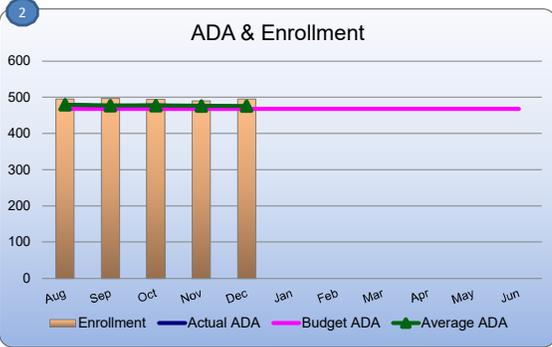
Fiscal Update

Section: II. Agenda Items
Item: B. Fiscal Update
Purpose: FYI
Submitted by:
Related Material: Elevate December 2025 Financial Package.pdf

ELEVATE SCHOOL - Financial Dashboard (December 2025)

1 Key Performance Indicators

ADA vs. Budget ● Cash on Hand ●
 Net Income / (Loss) ● Year-End Cash ●



KEY POINTS

Student Supports & Professional Development Discretionary Block Grant -One-time funding and spend by 6/30/29

Student Support and Professional Development Discretionary Block Grant funds can be expended for discretionary purposes, including, but not limited to, all of the following:

- Providing standards-aligned professional development for teachers
- Developing and expanding teacher recruitment and retention strategies.
- Expanding career pathways and dual enrollment efforts, consistent with the Master Plan for Career Education.
- Addressing rising costs.

Allocation: \$ 142,245

Learning Recovery Emergency Block Grant

- Learning recovery initiatives through the 2027–28 school year that, at minimum, support academic learning recovery and staff and pupil social and emotional well-being.
- Partial restoration of funding previously reduced funds in 2023-24
- Grant balance requires a student needs assessment and inclusion in the LCAP

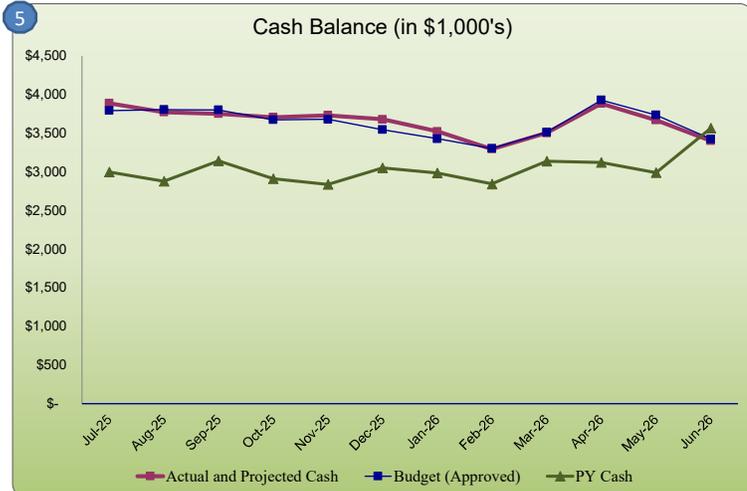
Allocation: \$ 19,104

3 Attendance Analysis

	Actual through Month 5	Forecast P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25
Enrollment	495	490	485	5	490	0	478
Attendance %	96.2%	96.3%	96.5%	-0.2%	96.4%	-0.1%	95.7%
Avg Daily Attendance (ADA)	475.58	474.67	468.03	6.64	474.72	(0.05)	454.09

4 Income Statement

	Actual through 12/31/25	Forecast as of 12/31/25	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25
Local Control Funding Formula	2,298,606	5,647,358	5,565,156	82,202	5,647,864	(506)	5,258,458
Federal Revenue	481,191	926,316	915,878	10,438	926,316	0	938,873
State Revenue	1,161,210	1,120,925	944,370	176,556	1,120,940	(15)	867,043
Other Local Revenue	220,450	547,418	504,771	42,647	547,364	54	1,369,702
Grants/Fundraising	55,000	151,759	151,759	0	151,759	0	139,290
TOTAL REVENUE	4,216,457	8,393,776	8,081,934	311,842	8,394,243	(467)	8,573,367
<i>Total per ADA</i>		17,683	17,268	415	17,684	(1)	18,880
<i>w/o Grants/Fundraising</i>		17,364	16,944	420	17,365	(1)	18,574
Certificated Salaries	1,674,025	3,467,670	3,306,851	(160,819)	3,464,581	(3,089)	3,275,735
Classified Salaries	557,684	1,259,403	1,122,501	(136,902)	1,283,472	24,069	1,151,319
Benefits	675,273	1,338,508	1,315,631	(22,877)	1,355,614	17,107	1,246,984
Student Supplies	208,725	489,085	496,190	7,105	489,085	0	508,159
Operating Expenses	777,421	1,738,428	1,719,485	(18,944)	1,734,147	(4,281)	1,669,930
Other	17,647	44,771	30,375	(14,396)	30,769	(14,002)	28,413
TOTAL EXPENSES	3,910,776	8,337,866	7,991,033	(346,832)	8,357,669	19,804	7,880,539
<i>Total per ADA</i>		17,566	17,074	(492)	17,607	(42)	17,355
NET INCOME / (LOSS)	305,681	55,910	90,900	(34,990)	36,574	19,337	692,827
OPERATING INCOME	323,328	98,787	121,276	(22,489)	67,343	31,444	721,240



Year-End Cash Balance

Projected	Budget	Variance
3,398,731	3,422,597	(23,867)

6 Balance Sheet

	6/30/2025	11/30/2025	12/31/2025	6/30/2026
Assets				
Cash, Operating	3,565,591	3,730,470	3,677,788	3,398,731
Cash, Restricted	0	0	0	0
Accounts Receivable	623,129	9,601	9,601	737,865
Due From Others	640	770	640	640
Deposits/Prepays	120,889	94,650	94,775	176,659
Net Fixed Assets	67,656	113,672	109,151	82,027
Lease Assets	0	(219,416)	(263,897)	(535,033)
Other Assets	543,530	543,530	543,530	543,530
Total Assets	4,921,434	4,273,277	4,171,589	4,404,419
Liabilities				
A/P & Payroll	77,887	129,701	159,374	213,576
Due to Others	171,474	114,468	114,468	829,230
Deferred Revenue	776,112	0	0	0
Lease Liabilities	0	(256,391)	(303,896)	(590,258)
Other Liabilities	546,543	546,543	546,543	546,543
Total Debt	0	0	0	0
Total Liabilities	1,572,017	534,321	516,490	999,091
Equity				
Beginning Fund Bal.	2,656,591	3,349,418	3,349,418	3,349,418
Net Income/(Loss)	692,827	389,538	305,681	55,910
Total Equity	3,349,418	3,738,957	3,655,099	3,405,328
Total Liabilities & Equity	4,921,435	4,273,278	4,171,589	4,404,419

Days Cash on Hand	166	164	162	150
Cash Reserve %	45.4%	44.8%	44.3%	41.0%



**Elevate School
Balance Sheet
As of December 31, 2025**

Financial Row	Amount
Assets	
Current Assets	
Cash	\$3,677,788
Accounts Receivable	\$9,603
Due From Others	\$640
Deposits	\$42,000
Prepaid Expenses	\$52,775
Total Current Assets	\$3,782,805
Long Term Assets	
Fixed Assets	\$109,150
Right of Use Assets	\$279,633
Total Long Term Assets	\$388,783
Total Assets	\$4,171,588
Liabilities & Equity	
Liabilities	
Current Liabilities	
Accounts Payable	\$55,491
Payroll Liabilities	\$103,882
Due to Others	\$81,544
Current Leases Payable	\$239,783
Total Current Liabilities	\$480,701
Long Term Liabilities	
Compensated Absences Payable	\$27,291
Long Term Lease Liabilities	\$8,497
Total Long Term Liabilities	\$35,788
Total Liabilities	\$516,488
Equity	
Unrestricted Fund Balance	
Beginning Fund Balance	\$3,349,418
Net Income	305,681
Less Restricted Funds	\$0
Total Unrestricted Fund Balance	\$3,655,099
Total Equity	\$3,655,099
Total Liabilities & Equity	\$4,171,588

Elevate School Income Statement For the 6 Months Ending December 31, 2025

	Current Month Actual	Current Month Budget	Current Month Variance	YTD Actual	YTD Budget	YTD Variance	Total Budget	Budget Remaining
Income								
LCFF Revenues								
8011 - Local Control Funding Formula	72,775	79,445	(6,670)	371,960	406,052	(34,092)	909,821	537,861
8012 - Education Protection Account	22,717	0	22,717	45,434	22,705	22,730	93,606	48,172
8096 - In Lieu of Property Taxes	358,326	354,069	4,257	1,881,212	1,858,862	22,350	4,561,729	2,680,517
Total LCFF Revenues	\$453,818	\$433,514	\$20,304	\$2,298,606	\$2,287,618	\$10,988	\$5,565,156	\$3,266,550
Federal Revenues								
8181 - Special Education - Federal (IDEA)	0	5,086	(5,086)	0	26,701	(26,701)	66,640	66,640
8221 - Child Nutrition - Federal	20,041	13,826	6,216	26,415	13,826	12,590	150,355	123,939
8291 - Title I	30,779	0	30,779	50,072	0	50,072	67,422	17,350
8292 - Title II	6,826	0	6,826	9,619	0	9,619	11,461	1,842
8295 - Title IV, SSAE	0	0	0	2,500	0	2,500	10,000	7,500
8299 - All Other Federal Revenue	0	0	0	392,585	0	392,585	610,000	217,415
Total Federal Revenues	\$57,646	\$18,912	\$38,735	\$481,191	\$40,526	\$440,665	\$915,878	\$434,686
Other State Revenues								
8520 - Child Nutrition - State	44,526	3,732	40,795	58,830	3,732	55,098	40,583	(18,247)
8550 - Mandate Block Grant	0	9,319	(9,319)	9,323	9,319	4	9,319	(4)
8561 - State Lottery - Non Prop 20	0	0	0	0	0	0	93,368	93,368
8562 - State Lottery - Prop 20	0	0	0	0	0	0	40,085	40,085
8592 - State Mental Health	3,470	3,409	61	17,736	17,422	314	37,873	20,137
8595 - Expanded Learning Opportunity Program	17,399	28,876	(11,477)	325,085	147,588	177,497	320,844	(4,241)
8596 - Prop 28 Arts & Music	6,961	6,265	696	88,006	32,023	55,983	69,615	(18,391)
8599 - State Revenue - Other	0	0	0	662,230	216,244	445,986	332,683	(329,547)
Total Other State Revenues	\$72,356	\$51,600	\$20,756	\$1,161,210	\$426,327	\$734,883	\$944,370	(\$216,841)
Local Revenues								
8660 - Interest & Dividend Income	40,991	11,291	29,700	45,864	30,893	14,971	85,000	39,136
8662 - Net Increase (Decrease) in Fair Value of Investments	(17,852)	0	(17,852)	18,553	0	18,553	0	(18,553)
8699 - All Other Local Revenue	100	0	100	237	0	237	0	(237)
8792 - Transfers of Apportionments - Special Education	37,671	32,582	5,090	154,138	171,053	(16,915)	419,771	265,633
Total Local Revenues	\$60,911	\$43,873	\$17,038	\$218,792	\$201,946	\$16,846	\$504,771	\$285,979
Grants & Fundraising								
8692 - Grants	0	32,872	(32,872)	55,000	66,850	(11,850)	145,000	90,000
8696 - Other Fundraising	0	378	(378)	0	2,730	(2,730)	6,759	6,759
Total Grants & Fundraising	\$0	\$33,250	(\$33,250)	\$55,000	\$69,581	(\$14,581)	\$151,759	\$96,759
Other Prior Year Adjustments								
8999 - Other Prior Year Adjustment	0	0	0	1,658	0	1,658	0	(1,658)
Total Other Prior Year Adjustments	\$0	\$0	\$0	\$1,658	\$0	\$1,658	\$0	(\$1,658)
Gross Income	\$644,731	\$581,149	\$63,582	\$4,216,457	\$3,025,998	\$1,190,459	\$8,081,934	\$3,865,476
Expenses								
Certificated Salaries								
1110 - Teachers' Salaries	234,525	229,697	4,827	1,134,825	918,789	216,036	2,296,973	1,162,148

Elevate School Income Statement For the 6 Months Ending December 31, 2025

	Current Month Actual	Current Month Budget	Current Month Variance	YTD Actual	YTD Budget	YTD Variance	Total Budget	Budget Remaining
1170 - Teachers' Salaries - Substitute	11,276	7,757	3,518	51,573	31,029	20,544	77,572	25,999
1175 - Teachers' Salaries - Stipend/Extra Duty	0	2,000	(2,000)	0	8,000	(8,000)	20,000	20,000
1213 - Certificated Pupil Support - Guidance & Counseling	14,198	14,621	(423)	70,990	58,484	12,505	146,211	75,222
1215 - Certificated Pupil Support - Psychologist	6,143	2,392	3,751	37,729	11,961	25,767	26,315	(11,414)
1299 - Certificated Pupil Support - Other	495	0	495	2,569	0	2,569	0	(2,569)
1300 - Certificated Supervisors' & Administrators' Salaries	66,692	58,027	8,665	375,941	310,264	65,677	658,426	282,485
1900 - Other Certificated Salaries	86	7,396	(7,310)	398	36,979	(36,581)	81,353	80,955
Total Certificated Salaries	\$333,414	\$321,891	\$11,524	\$1,674,025	\$1,375,507	\$298,518	\$3,306,851	\$1,632,826
Classified Salaries								
2111 - Instructional Aide & Other Salaries	56,203	54,431	1,773	312,050	217,723	94,327	544,307	232,257
2131 - Classified Teacher Salaries	1,099	941	158	6,622	3,765	2,857	9,413	2,790
2200 - Classified Support Salaries	6,846	9,465	(2,619)	44,058	42,591	1,466	99,379	55,322
2300 - Classified Supervisors' & Administrators' Salaries	4,344	2,967	1,377	25,815	17,801	8,014	35,603	9,787
2400 - Classified Office Staff Salaries	24,654	34,305	(9,651)	158,959	200,303	(41,344)	406,136	247,176
2900 - Other Classified Salaries	1,179	2,766	(1,587)	10,180	11,066	(886)	27,664	17,484
Total Classified Salaries	\$94,325	\$104,875	(\$10,550)	\$557,684	\$493,249	\$64,435	\$1,122,501	\$564,817
Employee Benefits								
3111 - STRS - State Teachers Retirement System	49,370	61,481	(12,111)	300,468	262,722	37,746	631,609	331,141
3311 - OASDI - Social Security	5,767	6,502	(735)	34,284	30,581	3,703	69,595	35,311
3331 - MED - Medicare	6,112	6,188	(76)	31,906	27,097	4,809	64,226	32,320
3401 - H&W - Health & Welfare	60,147	39,007	21,140	270,778	234,041	36,737	468,082	197,303
3501 - SU1 - State Unemployment Insurance	211	213	(3)	1,100	934	166	2,215	1,115
3601 - Workers' Compensation Insurance	4,635	5,256	(621)	34,554	42,045	(7,491)	63,068	28,514
3901 - Other Retirement Benefits	373	1,573	(1,201)	2,183	7,399	(5,215)	16,838	14,654
Total Employee Benefits	\$126,614	\$120,220	\$6,394	\$675,273	\$604,819	\$70,453	\$1,315,631	\$640,358
Supplies								
4111 - Core Curricula Materials	0	0	0	37,861	56,436	(18,575)	56,436	18,575
4211 - Books & Other Reference Materials	177	0	177	4,936	15,712	(10,776)	15,712	10,776
4311 - Student Materials	1,142	4,504	(3,361)	29,404	27,023	2,381	54,045	24,641
4351 - Office Supplies	3,141	2,618	523	9,567	15,707	(6,140)	31,413	21,846
4371 - Custodial Supplies	2,143	1,568	575	5,519	9,409	(3,890)	18,818	13,299
4391 - Food (Non Nutrition Program)	1,214	1,694	(480)	9,028	10,163	(1,135)	20,327	11,299
4392 - Uniforms	3,058	1,352	1,706	3,725	8,114	(4,389)	16,228	12,503
4393 - PE & Sports Equipment	217	512	(295)	4,655	3,070	1,585	6,139	1,484
4395 - Before & After School Program Supplies	0	107	(107)	0	644	(644)	1,288	1,288
4399 - All Other Supplies	656	0	656	3,935	15,366	(11,430)	15,366	11,430
4411 - Non Capitalized Equipment	1,083	0	1,083	9,096	44,119	(35,022)	44,119	35,022
4711 - Nutrition Program Food & Supplies	17,637	12,659	4,978	90,999	39,560	51,438	216,300	125,301
Total Supplies	\$30,469	\$25,014	\$5,454	\$208,725	\$245,322	(\$36,597)	\$496,190	\$287,465
Operating Expenses								
5211 - Travel & Conferences	0	944	(944)	6,113	5,666	446	11,333	5,220

Elevate School Income Statement For the 6 Months Ending December 31, 2025

	Current Month Actual	Current Month Budget	Current Month Variance	YTD Actual	YTD Budget	YTD Variance	Total Budget	Budget Remaining
5311 - Dues & Memberships	(130)	2,105	(2,235)	22,229	12,630	9,599	25,260	3,031
5451 - General Insurance	0	3,541	(3,541)	48,488	28,331	20,157	42,496	(5,992)
5511 - Utilities	0	1,446	(1,446)	0	8,675	(8,675)	17,349	17,349
5521 - Security Services	0	18	(18)	0	109	(109)	219	219
5531 - Housekeeping Services	2,918	4,732	(1,813)	26,521	28,390	(1,869)	56,780	30,259
5599 - Other Facility Operations & Utilities	1,649	1,329	320	2,153	7,972	(5,819)	15,943	13,790
5619 - Other Facility Rentals	44,840	45,630	(791)	271,252	273,783	(2,531)	547,566	276,313
5621 - Equipment Lease	3,164	2,221	943	20,124	13,328	6,797	26,655	6,531
5631 - Vendor Repairs	0	409	(409)	964	2,453	(1,488)	4,905	3,941
5812 - Field Trips & Pupil Transportation	947	4,263	(3,316)	20,045	25,580	(5,535)	51,160	31,115
5821 - Legal	0	1,000	(1,000)	2,825	6,000	(3,176)	12,000	9,176
5823 - Audit	4,500	833	3,667	14,288	5,000	9,288	10,000	(4,288)
5831 - Advertisement & Recruitment	0	1,102	(1,102)	225	6,609	(6,384)	13,219	12,994
5841 - Contracted Substitute Teachers	0	527	(527)	604	3,162	(2,558)	6,323	5,719
5842 - Special Education Services	20,059	17,395	2,664	78,693	104,369	(25,676)	208,739	130,046
5843 - Non Public School	0	1,368	(1,368)	0	8,207	(8,207)	16,414	16,414
5844 - After School Services	10,403	12,491	(2,088)	30,418	74,947	(44,529)	149,894	119,476
5849 - Other Student Instructional Services	4,000	3,456	544	23,300	20,736	2,564	41,473	18,173
5852 - PD Consultants & Tuition	1,360	3,412	(2,052)	11,062	20,474	(9,412)	40,947	29,885
5854 - Nursing & Medical (Non-IEP)	0	59	(59)	0	351	(351)	703	703
5859 - All Other Consultants & Services	32,128	19,233	12,895	110,377	115,397	(5,020)	230,795	120,418
5861 - Non Instructional Software	527	4,281	(3,754)	46,099	25,686	20,414	51,371	5,272
5865 - Fundraising Cost	0	198	(198)	0	1,186	(1,186)	2,371	2,371
5871 - District Oversight Fees	7,433	4,638	2,796	7,433	27,826	(20,393)	55,652	48,218
5872 - Special Education Fees (SELPA)	1,521	1,167	354	5,658	6,129	(471)	14,592	8,934
5899 - All Other Expenses	1,081	671	410	2,687	4,023	(1,336)	8,046	5,359
5911 - Office Phone	(174)	1,463	(1,638)	11,649	8,779	2,870	17,558	5,909
5921 - Internet	2,985	3,167	(181)	13,631	19,000	(5,369)	38,000	24,369
5923 - Website Hosting	0	6	(6)	16	38	(22)	76	60
5931 - Postage & Shipping	23	114	(91)	507	683	(176)	1,367	860
5999 - Other Communications	12	23	(11)	60	140	(80)	280	220
Total Operating Expenses	\$139,246	\$143,242	(\$3,996)	\$777,421	\$865,658	(\$88,236)	\$1,719,485	\$942,063
Capital Outlay								
6901 - Depreciation Expense	4,521	2,526	1,995	17,647	15,259	2,389	30,375	12,728
Total Capital Outlay	\$4,521	\$2,526	\$1,995	\$17,647	\$15,259	\$2,389	\$30,375	\$12,728
Total Expenses	\$728,589	\$717,768	\$10,820	\$3,910,776	\$3,599,813	\$310,963	\$7,991,033	\$4,080,257
Net Income	(\$83,857)	(\$136,619)	\$52,762	\$305,681	(\$573,815)	\$879,496	\$90,900	(\$214,781)

Elevate School
Check Register
For the Month Ending December 31, 2025

Check #	Vendor Name	Date	Description	Amount
1536M	TONY LAW	12/15/2025	11/04/25-11/19/25 - CUSTODIAL SERVICES	236.25
1537M	CINDY WATSON	12/16/2025	FY25-26 - CEI STIPEND ATTENDANCE	300.00
1538M	CRYSTAL BUTLER	12/16/2025	FY25-26 - CEI STIPEND ATTENDANCE	300.00
1539M	JOCELYN DE LA RIVA	12/16/2025	FY25-26 - CEI STIPEND ATTENDANCE	300.00
1540M	VOID	12/16/2025	VOID	0.00
1541M	SHUKURAT SANNI	12/19/2025	VOID - \$300.00 - VOID	0.00
1541M.M	SHUKURAT SANNI	12/19/2025	FY25-26 - CEI STIPEND ATTENDANCE	300.00
1542M	LEZYA WEGLARZ	12/19/2025	FY25-26 - CEI STIPEND ATTENDANCE	150.00
2512010-1019M	KAISER FOUNDATION HEALTH PLAN INC	12/1/2025	12/25 - HEALTH PREMIUM	18,774.34
2512020-1019M	HEALTH NET OF CALIFORNIA, INC	12/2/2025	12/25 - HEALTH PREMIUM	18,464.39
2512040-1019M	CHARTERSAFE	12/4/2025	12/25 - WORKERS' COMPENSATION	4,635.00
2512160-1019M	MUTUAL OF OMAHA INSURANCE	12/16/2025	01/26 - HEALTH PREMIUM	2,382.90
2512170-1019M	ASSURITY LIFE INSURANCE COMPANY	12/17/2025	12/25 - HEALTH PREMIUM	2,448.49
2512230-1019M	CHOICE BUILDER ADMINISTRATORS	12/23/2025	01/26 - HEALTH PREMIUM	4,093.37
2512290-1019M	BUSINESS CARD	12/29/2025	11/07/25-12/06/25 - CREDIT CARD PURCHASES	3,355.10
2512300-1019M	KAISER FOUNDATION HEALTH PLAN INC	12/30/2025	01/26 - HEALTH PREMIUM	19,886.04
A028182	TOP NOTCH CATERING	12/12/2025	11/25-MEALS	17,637.40
A028202	DENISE FINNEY	12/12/2025	12/25 - EDUCATIONAL CONSULTATION	2,000.00
A028203	ODP BUSINESS SOLUTIONS LLC	12/12/2025	OFFICE SUPPLIES	722.25
A028404	EXED	12/22/2025	11/25 - BUSINESS SERVICES, CALPADS, PAYCHEX FEES	12,436.06
A028405	DENISE FINNEY	12/22/2025	12/25 - EDUCATIONAL CONSULTATION	2,000.00
A028406	DBA CITY VIEW CHURCH	12/22/2025	01/26 - OFFICE SPACE & MS CAMPUS RENTAL	22,050.00
A028407	BRENDA BEYER	12/22/2025	TARGET - GAMES, SNACKS, CARDS, ETC	125.59
A028408	ODP BUSINESS SOLUTIONS LLC	12/22/2025	PAPER PLATES, COPY PAPER, BOWLS, HAND SOAP	407.23
A028409	JEREMIAH GIRARD	12/22/2025	11/17/25-12/14/25 - MAINTENANCE & CUSTODIAL SERVICES	714.00
A028485	ODP BUSINESS SOLUTIONS LLC	12/29/2025	GOLDFISH CRACKERS	27.39
A028486	CAMILLE KLEPACZ	12/29/2025	AMAZON - CORN STARCH, FOOD DYE	11.49
E025273	CINTAS	12/5/2025	AUTOSOAP, MICROFIBER WIPES, SANITIZER STAND	146.91
E025274	SAN DIEGO CENTER FOR CHILDREN	12/5/2025	10/25 - NPS SCHOOL	6,140.00
E025422	SPECIALIZED THERAPY SERVICES, INC	12/12/2025	10/25 - APE, AUDIOLOGY, NURSING SERVICES	4,333.75
E025423	NTV CORPORATION	12/12/2025	11/17/25 - INTERPRETATION SERVICE	140.00
E025424	CINTAS	12/12/2025	HAND CLEANER, SANITIZER, DISINFECTANT, AUTOSOAP, WET	136.79
E025599	CINTAS	12/22/2025	AUTOSOAP, MICROFIBER WIPES, HAND SANITIZER	1,287.65
E025600	IDENTITY THEFT GUARD SOLUTIONS, INC	12/22/2025	11/25 - IDENTITY THEFT PROTECTION	264.20
E025601	SHARP ELECTRONICS CORPORATION	12/22/2025	STAPLES CARTRIDGE	119.55
E025602	SAN DIEGO CENTER FOR CHILDREN	12/22/2025	11/25 - NPS SCHOOL	1,535.00
P082429	A PLUS CHARTER CONSULTING	12/5/2025	FY26-27 - LCAP RETAINER	5,000.00
P082430	AMAZON	12/5/2025	PINECONES, WOOD SLICES	210.47
P082431	FAITH COMMUNITY CHURCH	12/5/2025	11/25 - ROOM RENTAL	600.00
P082432	SHARP ELECTRONICS CORPORATION	12/5/2025	09/26/25-10/26/25 - COPIER LEASE USAGE	943.62
P082830	AMAZON	12/12/2025	PE MATERIALS	432.35
P082831	SHARP ELECTRONICS CORPORATION	12/12/2025	10/26/25-11/26/25 - COPIER LEASE USAGE	1,062.50
P082832	APEX THERAPIES, INC	12/12/2025	11/25 - OCCUPATIONAL THERAPY SERVICES	21,150.00
P082877	ECG GRAPHIC & PRINTING	12/12/2025	BASKETBALL JERSEYS	1,777.55
P082878	AMAZON	12/12/2025	SMALL PLASTIC STORAGE BINS WITH LID	32.30
P082879	JEFFREY JAMES THIEL	12/12/2025	10/25 - INSTRUCTIONAL CONSULTATION SERVICES	1,950.00
P083375	AZTEC LEASING, INC (SMX6071)	12/22/2025	10/10/25-11/09/25 - COPIER LEASE	261.84
P083376	AZTEC LEASING, INC (SMX6071)	12/22/2025	11/10/25-12/09/25 - COPIER LEASE	261.84
P083377	MICHAEL KAZMIERSKI	12/22/2025	PLNU - SPRING TUITION FOR CASC PROGRAM	1,360.00
P083378	SAN JOAQUIN COUNTY OFFICE OF EDUCATION	12/22/2025	FY25-26 - PROGRAMMING OF SEIS/SIS INTEGRATION COMPONENTS	114.00
P083379	THE UNIFORM STORE	12/22/2025	6TH GRADE CREWNECK SWEATSHIRTS	2,848.14
P083380	FAITH COMMUNITY CHURCH	12/22/2025	01/26 - RENT & INTERNET CREDIT	25,035.84
P083381	AMAZON	12/22/2025	STUDENT MATERIALS	507.64
P083585	AMAZON	12/29/2025	STUDENT MATERIALS	45.77
Total				211,455.00

Elevate School
Credit Card Register
For the Month Ending December 31, 2025

Credit Card Vendor	Statement Number	Charge Description	Amount
BUSINESS CARD	STD12/06/2025-133	WALMART - (1) COPERNICUS EDUCATIONAL READING WRITING CENTER	461.10
BUSINESS CARD	STD12/06/2025-133	USPS - STUDENT RECORDS	12.27
BUSINESS CARD	STD12/06/2025-133	VONS - DONUT HOLES, CRANBERRY SCONES, MINI MUFFINS- VETRANS DA	121.42
BUSINESS CARD	STD12/06/2025-133	TARGET - MOVIE NIGHT BASKET DRAWING ITEMS	23.97
BUSINESS CARD	STD12/06/2025-133	USPS - STUDENT RECORD	5.86
BUSINESS CARD	STD12/06/2025-133	JOSHUA S PEST CONTROL - PEST CONTROL FOR TS CAMPUS	126.00
BUSINESS CARD	STD12/06/2025-133	U-HAUL - TRANSPORT OF BASKETBALL HOOP AND OTHER ITEMS FROM	65.77
BUSINESS CARD	STD12/06/2025-133	CCSI MYFAX - FAX SERVICES FOR ALL CAMPUSES	12.00
BUSINESS CARD	STD12/06/2025-133	JERSEY MIKES - LEADERSHIP MEETING	105.21
BUSINESS CARD	STD12/06/2025-133	DOCUSIGN - 11/30/25-06/30/26 - SEAT SUBSCRIPTION	175.07
BUSINESS CARD	STD12/06/2025-133	USPS - CREDIT: STUDENT RECORDS	(8.24)
BUSINESS CARD	STD12/06/2025-133	WALMART - BINS	34.37
BUSINESS CARD	STD12/06/2025-133	GOODYSDONUTS - ELAC MEETING	25.97
BUSINESS CARD	STD12/06/2025-133	CASTANEDA - (4) REINFORCE BASKETBALL EQUIPMENT	622.20
BUSINESS CARD	STD12/06/2025-133	LUNA GRILL - CEI MEETING	222.81
BUSINESS CARD	STD12/06/2025-133	USPS - STUDENT RECORDS	8.24
BUSINESS CARD	STD12/06/2025-133	SAMSCLUB - POTATO CHIPS, BOTTLED WATER	40.92
BUSINESS CARD	STD12/06/2025-133	CAROLINA BIOLOGIC SUPPLIES - POCKET SCALE	219.43
BUSINESS CARD	STD12/06/2025-133	SAMSCLUB - PAPER CUPS	36.59
BUSINESS CARD	STD12/06/2025-133	WALMART - HOODIES, POLOS	210.13
BUSINESS CARD	STD12/06/2025-133	MSFT - OFFICE 365 MONTHLY SUBSCRIPTION	87.75
BUSINESS CARD	STD12/06/2025-133	SAMSCLUB - ASSORTED COOKIE TRAY	34.47
BUSINESS CARD	STD12/06/2025-133	CHEVRON - UHAUL FUEL	15.05
BUSINESS CARD	STD12/06/2025-133	MIRAMAR LANDFILL - DUMPING FEES - EMS & TS	141.00
BUSINESS CARD	STD12/06/2025-133	COSTCO - CREDIT: DUPLICATE CHARGE	(130.00)
BUSINESS CARD	STD12/06/2025-133	TARGET - TRIFOLD POSTER BOARDS	38.66
BUSINESS CARD	STD12/06/2025-133	24HOURWRISTBANDS - MOVIE NIGHT WRISTBANDS	120.88
BUSINESS CARD	STD12/06/2025-133	PRINTFUL CHARLOTTE - ATTENDANCE RAFFLE PRIZE CEI GRANT	18.62
BUSINESS CARD	STD12/06/2025-133	QUENCH USA, INC - WATER SERVICES SM & TS	165.99
BUSINESS CARD	STD12/06/2025-133	SAMSCLUB - MOVIE NIGHT HOT CHOCOLATE	47.12
BUSINESS CARD	STD12/06/2025-133	ADOBE - PDF EDITING SOFTWARE	263.89
BUSINESS CARD	STD12/06/2025-133	USPS - STUDENT RECORDS	8.40
BUSINESS CARD	STD12/06/2025-133	THE HOME DEPOT - LOCK FOR A FILE CABINET	19.98
BUSINESS CARD	STD12/06/2025-133	WALMART - SPONGES	4.55
BUSINESS CARD	STD12/06/2025-133	DOCUSIGN - 07/01/26-11/29/26 - SEAT SUBSCRIPTION	124.93
BUSINESS CARD	STD12/06/2025-133	COSTCO - CREDIT: DUPLICATE CHARGE	(130.00)
BUSINESS CARD	STD12/06/2025-133	USPS - STUDENT RECORDS	2.72
Total			3,355.10

Coversheet

LCAP Midyear Update

Section: II. Agenda Items
Item: C. LCAP Midyear Update
Purpose: FYI
Submitted by:
Related Material: 2025-26 Elevate LCAP Midyear Update.pdf

Legal Requirement:

- California *Education Code (EC)* sections 47606.5(e), 52062(a)(6), and 52068(a)(6) require local educational agencies (LEAs) to present a report on the annual update to the LCAP and the Budget Overview for Parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the LEA.
 - Beginning with the mid-year update for the 2024-25 LCAP the update must be presented to the board as part of a non-consent item.
- The report must include both of the following:
 - All available mid-year outcome data related to metrics identified in the current year’s LCAP. (See column: “Year 2 Outcome”)
 - All available mid-year expenditure and implementation data on all actions identified in the current year’s LCAP.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Elevate School	Ryan Elliott, Executive Director	relliott@elevateschool.com 858-751-4774

LCFF Budget Overview for Parents Mid-year Update: Elevate		
Expenditures for High Needs Students in the 2025-26 School Year	2025-26 Adopted Budget	Projected Actual 2025-26
Total LCFF funds	\$5,565,156	\$5,647,864
LCFF supplemental & concentration grants	\$480,500	\$488,112
All other state funds	\$944,370	\$1,120,940
All local funds	\$656,531	\$697,329
All federal funds	\$915,878	\$926,316
Total Projected Revenue	\$8,081,934	\$8,392,449
Total Budgeted Expenditures for the 2025-26 School Year	2025-26 Adopted Budget	Projected Actual 2025-26
Total Budgeted General Fund Expenditures	\$7,991,033	\$8,321,577.00
Total Budgeted Expenditures in the LCAP	\$6,603,418	\$6,895,335.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$480,500	\$488,112.00
Expenditures not in the LCAP	\$1,387,616	\$1,426,242.00

Increase of 5 students from Budget

Increased ELOP, CEI Grant added, and Student Support Grant added

Increased projection in investment income

Staffing increases is the main source of the increase

Goal #	Description	Type of Goal
1	Continue to build a cohesive and thriving educational program that integrates an infrastructure for ongoing analysis and monitoring of local and state data, including student achievement data used to measure program effectiveness and seamlessly provide integrated student supports to ensure equitable services for all students and student groups and ensure academic excellence schoolwide.	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.

There is a need to systematize and strengthen MTSS to ensure consistent application of interventions and use of evidence-based interventions and instructional practices to narrow achievement gaps among EL, SED and SWD.

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 +77.1 SED +58.7 SWD -8.8 +77.1 Hispanic +63 White +74.8 Two or More Races +77.7	2023-24 ELA CAASPP DFS All Students +73.8 EL +24.8 SED +48.2 SWD +13.6 African American +53.9 Hispanic +73.4 White +73.2 Two or More Races +83.5	2024-25 ELA CAASPP DFS All Students +72.6 EL +31.1 SED +47.4 SWD +7.4 African American +53.5 Hispanic +58 White +82 Two or More Races +95.2		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students +39.8 SED +28 SWD -41.4 African American +43.2 Hispanic +28.7 White +39.3 Two or More Races +29.3	2023-24 Math CAASPP DFS All Students +47.9 EL +7.8 SED +18.9 SWD -12.4 African American +20.6 Hispanic +39 White +58.4 Two or More Races +52.5	2024-25 Math CAASPP DFS All Students +44.9 EL +5.1 SED +10.3 SWD -12.8 African American +17.9 Hispanic +27 White +63.9 Two or More Races +54.7		
3	% Proficient CAST Source: CA School Dashboard	2022-23 CAST % All Students 57.1% Hispanic 59.5% White 57.6% SED 51.4% Source: CAASPP	2023-24 CAST (Science Points) All Students 70.2 White 62.9 Source: Dashboard	2024-25 CAST (Science Points) All Students 65.0 White 57.6 Source: Dashboard		
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	60% Source: 2023 Dashboard	62.1% Source: 2024 Dashboard	53.8% Source: 2025 Dashboard		
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 44.83% Proficient	2023-24: 47.06% Proficient	2024-25: 35.48% Proficient		
6	Reclassification Rate Source: CALPADS	2022-23: 6.1%	2023-24: 9.76%	2024-25: 12%		
7	Attendance Rate Source: CALPADS	2022-23: 95%	2023-24: 95.34%	2024-25: 94.9%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 10.6% EL 11.4% SED 10.5% SWD 13.3% African American 2.7% Hispanic 21.7% White 9.2% Two or More Races 9.8%	2023-24: Chronic Absenteeism Rate All Students 7.0% EL 10.0% SED 6.3% SWD 6.3% African American 4.6% Hispanic 11.4% White 6.5% Two or More Races 6.6%	2024-25: Chronic Absenteeism Rate All Students 9.5% EL 8.1% SED 10.9% SWD 10.3% African American 7.1% Hispanic 16.3% White 5.4% Two or More Races 10.4%		
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%		
10	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 0.8% EL 0.0% SED 0.9% SWD 0.0% African American 0.0% Hispanic 1.7% White 0.6% Two or More Races 0.0%	2023-24: Suspension Rate All Students 0.8% EL 2.4% SED 1.3% SWD 2.5% African American 1.1% Hispanic 0.8% White 0.0% Two or More Races 2.6%	2024-25: Suspension Rate All Students 1.0% EL 0.0% SED 0.9% SWD 1.3% African American 2.3% Hispanic 0.7% White 0.7% Two or More Races 1.3%		
11	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%		
12	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%		
13	% students participating in in all	2022-23: 100%	2023-24: 82%	2024-25: 100%		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC					
14	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 94%	2023-24: 100%	2024-25: 99%		

NOTE: Elevate School currently serves grades K-8, 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:
 - High School dropout rate
 - High School graduation rates

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
1	MEASURING STUDENT	Elevate School utilizes a comprehensive suite of academic screeners and benchmark assessments to establish baseline	Fully	Elevate School has successfully administered all assessments with fidelity and in alignment with the	\$45,246	\$28,320

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
	PROGRESS – ASSESSMENTS	<p>performance, identify learning gaps, monitor student progress, and set annual growth targets.</p> <p>Assessment Tools and Schedule:</p> <ul style="list-style-type: none"> • i-Ready Reading and Math (K-8): Administered three times per year for diagnostic data and progress monitoring. • Illuminate Benchmark Assessments (1-8): Assess student understanding of core content standards. • Illustrative Math Unit Tests (K-8): Used throughout each math unit to assess mastery of mathematical concepts and inform instruction. • Fountas & Pinnell Benchmark Assessments (K-5): Evaluate reading levels and guide instruction. • BPST (K-5): Assess phonics and decoding skills. • Sight Words (K-2): Measure early literacy and word recognition. • Achieve 3000 Level Set – Lexile (3-5): Assess reading comprehension and track Lexile growth. • Writing Benchmarks: Administered four times per year to monitor writing development. 		<p>2025–2026 assessment calendar. All campuses are aligned in their use of data from i-Ready, Illuminate, Fountas & Pinnell, Illustrative Math checkpoints, Step Up to Writing performance tasks, and the Beginning Phonics Skills Test.</p> <p>i-Ready Reading and Math assessments have been administered twice this year (August and December). Results inform small-group reteaching, continued practice, enrichment, RTI placement, and ongoing progress monitoring within intervention groups. Every new student to Elevate completes i-Ready diagnostic assessments as part of their onboarding process.</p> <p>Illuminate Benchmark Assessments are administered at the end of each six- to seven-week school-wide unit, with two benchmarks completed so far this year. As standards-based assessments, results guide small-group and whole-class reteaching, independent practice, and extension activities based on student needs.</p> <p>Illustrative Math Unit Tests are administered according to each grade level's pacing and inform instructional decisions and reteaching. A new support this year includes a math</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>Data Integration and Analysis: Educlimber serves as an interactive platform to consolidate whole-child data, including assessment results, intervention tracking, and progress monitoring. This system supports collaboration, effectiveness reporting, early warning identification, and strengthens Multi-Tiered System of Supports (MTSS) implementation.</p> <p>Instructional Leadership and Data-Driven Decisions: The Instructional Leadership Team regularly reviews and analyzes assessment data to inform instructional practices and professional learning priorities.</p> <p>Assessment Quality and Instructional Impact: The State Board of Education has approved i-Ready Assessments as a verified data source. i-Ready offers comprehensive diagnostic assessments and personalized instruction, providing educators with actionable insights into each student’s strengths and areas for growth. Its user-friendly dashboards and tailored online lessons support differentiated instruction, helping accelerate student progress and ensuring that instructional strategies are responsive to individual needs.</p>		<p>consultant for K–2 who assists teams in analyzing Illustrative Math data and coaches teachers on instructional strategies. The Illustrative Math curriculum is now available for grades K–2, and the consultant also provides ongoing support for grade 3–8 teachers.</p> <p>Fountas & Pinnell and Achieve 3000 Level Sets provide reading level data used to form instructional groups and select RTI materials. These assessments are administered three times per year in grades K–5, with RTI students assessed up to five times annually for closer progress monitoring. To date, students have been assessed twice, and RTI students three times.</p> <p>Beginning Phonics Skills Test (BPST) has been administered twice for K–5 students and three times for RTI students.</p> <p>Sight Word Assessments have been administered twice for K–2 students and three times for RTI students.</p> <p>Writing Benchmarks have been administered twice this year and inform classroom writing instruction.</p> <p>NewsELA, a new addition this year for grades 5–8, provides standards-based</p>		

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				<p>ELA assessments for upper-grade students.</p> <p>Data Integration and Analysis: EduClimber has been fully utilized for recording student assessment data, tracking participation in RTI groups, and monitoring progress for interventions. Student data is housed in EduClimber to track progress over time, and grade-level teams use shared data sheets to identify students needing additional support. A change (addition) this year is that Deans have collaborated to align on the use of EduClimber to track student behavior data.</p> <p>Support staff and interventionists access and analyze EduClimber data alongside classroom teachers to align RTI groups and push-in supports with student needs. This collaboration has resulted in consistent growth for students in RTI. Grade-level RTI interventionists and SAI support staff participate in team professional development sessions focused on student data to ensure a shared understanding of present levels using both classroom assessments and RTI progress monitoring. This alignment allows instructional decisions, such as adjusting math RTI group content, to</p>		

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				<p>be made collaboratively based on data.</p> <p>Instructional Leadership and Data-Driven Decisions: The Instructional Leadership Team (ILT) has met on the first and third Tuesday of each month this school year to analyze student data and use that information to guide professional development topics. ILT members provide input on professional development topics and participate in leading portions of professional development sessions.</p> <p>Longitudinal data analysis informs the ILT's review of instructional practices and professional development. This year, professional development has focused on small-group instruction for reteaching, review, and enrichment to ensure all students are supported and challenged. Deans of Instruction analyzed longitudinal CAASPP data for grades 3–8 to ensure continuous growth for all students, including those who are proficient or advanced. Reviewing patterns over time has helped prevent stagnation and has strengthened cross-grade collaboration by highlighting the interdependence of grade levels in supporting student growth.</p> <p><u>Successes</u></p>		

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				<p>Assessment Calibration: Calibrating Fountas & Pinnell administration increased confidence in the validity of K–5 data. Because the assessment includes a qualitative comprehension conversation during a cold read, scoring had historically been inconsistent. Targeted professional development for teachers and support staff improved clarity and consistency in administration and scoring, and staff reported overwhelmingly positive feedback.</p> <p>Collaborative Data Use: Grade-level RTI interventionists and SAI support staff participate in team professional development focused on student data to ensure a shared understanding of present levels. This alignment allows instructional decisions to be made collaboratively based on data, including regular review of student data in EduClimber.</p> <p>Longitudinal Analysis: Because Elevate has used i-Ready since 2019, multiple years of meaningful data allow monitoring of cohort progress over time. Historically, students whose levels are one grade level below on the end-of-year i-Ready Diagnostic are likely to be proficient on CAASPP.</p>		

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				<p>Cross-Grade Collaboration: Reviewing longitudinal CAASPP data has strengthened cross-grade collaboration by highlighting the interdependence of grade levels in supporting student growth.</p> <p>Challenges and Responses</p> <p>Interpreting i-Ready Data: Because i-Ready reports both overall performance and progress toward typical growth, teachers have needed support in interpreting and using these data to inform instruction. Deans of Instruction have supported teams by facilitating and modeling data conversations. While this modeling has strengthened teachers' understanding of the value of data analysis, it remains an ongoing area of growth.</p> <p>Building a Data Culture: Helping teachers understand the importance of continuous analysis of student data has been a challenge. Time is often a limiting factor, so the Deans of Instruction have collaborated to create data walls that support data conversations.</p> <p>Multi-Campus Coordination: Being on separate campuses can make it challenging for ILT members to understand student and professional</p>		

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				<p>development needs across all grade levels. This challenge is addressed through regular campus reports during ILT meetings.</p> <p>Effectiveness: Elevate has been highly effective in implementing assessments with fidelity. The comprehensive assessment system provides multiple data points that inform instruction at the classroom, grade, and school levels. The integration of data into EduClimber, combined with collaborative analysis practices, has resulted in consistent growth for students receiving RTI services. The alignment of all campuses in the use of assessment data ensures a cohesive approach to measuring and supporting student progress across the school.</p>		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>Elevate School will implement a comprehensive, tiered support system to accelerate student learning and close achievement gaps resulting from the pandemic, military relocation, high transiency, and other educational disruptions.</p> <p>Key Components of the Tiered Support System: The Dean of Students, a new position funded by Title I (\$88,883) and LCFF Base (\$6,748), will lead the Multi-Tiered System of Supports (MTSS) to ensure</p>	Fully	<p>This action was fully implemented through a tiered intervention structure, an accelerated learning/RISE model, supplemental literacy supports, expanded learning opportunities, and strengthened middle school and special education systems. Elevate implemented intervention supports during the regular instructional day for grades K–8, strengthened alignment between interventions and core instruction, and increased consistency</p>	\$633,077	\$231,441.81

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		<p>students receive the necessary interventions to improve outcomes. This role involves analyzing student data to drive informed decision-making and maximizing support systems to enhance student achievement. The Dean will also provide coaching for Interventionists, lead professional learning, as needed, to equip all educators and support staff with the skills to deliver targeted, tiered interventions, and monitor student progress to evaluate program effectiveness.</p> <ul style="list-style-type: none"> • Tiered Intervention: Identified students will receive targeted academic support from Rtl interventionists (Funded with LREBG \$150,000; and LCFF Base) and paraprofessionals through push-in and small group instruction. Student identification and progress monitoring will be based on universal screeners and ongoing assessment data. • Accelerated Learning Model: Elevate will continue to use an accelerated learning approach, focusing on high-impact instructional strategies and flexible pacing to address learning gaps efficiently. • Supplemental Literacy Intervention: All students in grades TK-5 will have 		<p>in implementation across campuses and grade spans.</p> <p>The Response to Intervention (RTI) program has been in place since late August and supports up to two ELA and two Math RTI groups per K–5 classroom. For grades 6–8, RTI support is embedded within the Leadership in Action (LIA) class. In K–5, math RTI has shifted from a pull-out model to a push-in model to better align with the Illustrative Math curriculum.</p> <p>RTI during the regular instructional school day is fully implemented in grades K–8. The after-school RTI program for grades 3–8 is planned to launch in April, ahead of state testing, to provide additional targeted support.</p> <p>Implementation fidelity for RTI groups has increased, and midyear diagnostic data reflects positive impact. Currently, 49 percent of students across all grade levels participate in Tier 2 interventions in both ELA and math to address learning gaps.</p> <p>Accelerated Learning Model: The Accelerated Learning model is fully implemented, with teacher professional development sessions dedicated to strategies for supporting diverse learners. A key initiative this</p>		

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		<p>access to Achieve 3000, a research-based online literacy program that builds foundational reading and writing skills. Achieve 3000 provides differentiated nonfiction content and systematic progress monitoring, supporting accelerated literacy growth for students at all levels.</p> <ul style="list-style-type: none"> Expanded Learning Opportunities: The after-school RtI program will be piloted for students in grades 2-5 to provide additional intervention support. Elevate will continue to offer expanded learning opportunities, including after-school academic and social enrichment, summer programming, and ELOP Intercession camps in November, December, April, and June, with priority access for low-income and foster youth (ELO-P funded). After-school RtI will also be offered in conjunction with Attendance Recovery to support both academic progress and improved attendance. Middle School and Special Education Supports: In middle school, a portion of the Leadership in Action course will be dedicated to RtI and SPED services, delivered through pull-out small group instruction during rotations. 		<p>year has been the rollout of "RISE Time," formerly called "Universal Access Time." RISE stands for Reteaching, Intervention, Supported Practice, and Extension. This acronym has helped build staff understanding of the purpose of this instructional block and has ensured that students who are ready for acceleration receive extension and enrichment opportunities.</p> <p>Small groups for reading and math allow teachers to differentiate instruction and provide additional challenge for students who demonstrate readiness. Weekly collaboration times give teachers the focused time needed to adjust pacing based on student data, and RTI staff participate in these sessions to ensure support is maximized and aligned with classroom instruction.</p> <p>Supplemental Literacy Intervention: Grades K–2 use Raz-Kids to support reading growth, while grades 3–5 use Achieve 3000. Both programs differentiate instruction by providing texts at students' reading levels and adjusting text complexity as students demonstrate comprehension. Achieve 3000 has been fully implemented in grades 3–5 classrooms and is</p>		

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		<p>Specialized Academic Instruction (SAI) staff will continue to provide support during core subjects, ensuring students with disabilities receive appropriate modifications and accommodations.</p>		<p>consistently used as part of the ELA block.</p> <p>These programs have been effective for independent reading practice, as reflected in i-Ready reading growth. At the beginning of the year, 49 percent of K–8 students scored at or above grade level on the i-Ready reading diagnostic, compared to 76 percent on the most recent diagnostic. For teachers who use Achieve 3000 with fidelity, students have shown strong academic growth in reading.</p> <p>Expanded Learning Opportunities: The Expanded Learning Opportunities Program (ELO-P) is nearly fully implemented, with strong student engagement across all grades. Currently, 61 percent of students participate in ELO-P clubs across grades K–8, and all after-school clubs maintain waitlists due to high demand.</p> <p>After-school academic intervention is currently provided through 8th grade ELA and Math tutoring. Beginning in March, academic intervention will expand to serve grades TK–7 after school. Intercession camps in November and December were fully staffed with teachers and support staff.</p>		

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				<p>Middle School and Special Education Supports: The middle school Dean of Students and Lead Education Specialist have successfully collaborated with Leadership in Action (LIA) teachers to develop a schedule for RTI and Specialized Academic Instruction (SAI) within LIA time. Intervention systems and supports have been strengthened, and SAI support has become highly systematized.</p> <p>Successes</p> <p>RTI Staff Development: RTI staff have embraced the new math curriculum and are eager to continue building their expertise. K–5 RTI groups are operating with fidelity, and this year the middle school has successfully adapted the K–5 model to meet the needs of students in grades 6–8.</p> <p>Collaborative Planning: Weekly collaboration times have provided teachers with focused time to adjust pacing based on student data. Including RTI staff in these sessions ensures support is maximized and aligned with classroom instruction.</p> <p>Reading Growth: Students demonstrated significant reading growth, with the percentage of K–8 students scoring at or above grade</p>		

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				<p>level on the i-Ready reading diagnostic increasing from 49 percent to 76 percent between the beginning-of-year and midyear assessments.</p> <p>Family Engagement: Families have been enthusiastic about the ELO-P program, as evidenced by consistent waitlists for student participation. Intercession camps have been fully staffed with teachers and support staff.</p> <p>Systematized Support: Intervention systems have been strengthened across the school, with SAI support becoming highly systematized within the middle school schedule.</p> <p>Challenges and Responses</p> <p>Math Curriculum Alignment: RTI staff required additional training to support math instruction aligned with the new Illustrative Math curriculum. A push-in support model has been implemented to ensure RTI instruction aligns with classroom learning.</p> <p>Flexible Pacing: Balancing instructional time with the assessment calendar can be challenging, requiring close collaboration among grade-level teams to maintain appropriate pacing while meeting student needs.</p>		

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				<p>After-School Logistics: Staffing and classroom space for after-school programs have presented challenges, particularly during inclement weather. Staffing substitutes for ELO-P clubs can also be difficult when staff members are out due to illness.</p> <p>Middle School Scheduling: Scheduling RTI within the Leadership in Action class required reconfiguring the course structure and staffing. SAI and RTI services are now successfully delivered during LIA class time.</p> <p>Effectiveness: The tiered intervention system has proven effective across all grade levels. Implementation fidelity for RTI groups has increased, with midyear diagnostic data reflecting positive student outcomes. The Accelerated Learning model, now rebranded as RISE Time, is being implemented with greater fidelity this year, and is expected to positively impact student learning. The significant growth in reading proficiency—from 49 percent to 76 percent of students at or above grade level—demonstrates the effectiveness of the supplemental literacy interventions. Strong family engagement with the ELO-P program, as evidenced by consistent waitlists, indicates the program is meeting</p>		

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				community needs and supporting student success beyond the regular school day.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>In the 2023 CA School Dashboard, Elevate School received a RED performance level for the Chronic Absenteeism Indicator for the Hispanic student group. By 2024, the performance level improved to yellow, yet the chronic absenteeism rate for Hispanic students increased from 16.7% to 21.7%. A needs assessment and root cause analysis by the Leadership Team found no consistent patterns but identified that absenteeism was often linked to family circumstances (e.g., siblings absent together, medically fragile students, medical appointments).</p> <p>Elevate School will implement the following actions:</p> <p>Family Engagement and Communication: At the start of the year, the Leadership Team will proactively communicate with families about the importance of daily attendance and its impact on student achievement. Case managers will connect directly with families who have a history of chronic absenteeism or are identified as at-risk, ensuring ongoing support and communication.</p> <p>Attendance Incentives and Policy: Schoolwide attendance incentives and contests will be implemented to engage the</p>	Fully	<p>This action was fully implemented. Elevate strengthened attendance systems, family communication, and school climate supports across all three campuses through structured independent study make-up opportunities, clarified attendance policies, designated attendance monitoring roles, improved multi-campus coordination, and aligned behavioral expectations—resulting in improved attendance trends and fewer disciplinary incidents.</p> <p>Family engagement and communication: Middle school chronic absenteeism has been higher than other grade spans; in response, over the past two months Elevate established a Thursday afternoon Independent Study make-up session to provide a consistent structure for students to complete missed work and recover learning time. Deans and counselors conducted outreach to families of students who were historically chronically absent in the fall, strengthening communication, reinforcing expectations, and securing family commitment to student</p>	\$703,611	\$280,653.11

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		<p>entire school community, alongside regular communication with families about attendance expectations. Elevate School’s attendance policy will be strengthened and clearly communicated to staff, families, and students. A School Attendance Team, established in January 2025, will continue meeting to identify and implement campus-specific interventions for students and families.</p> <p>Designated Attendance Monitors: Beginning in 2025-26, Elevate will assign a designated staff member at each campus (in addition to the Dean) responsible for weekly attendance monitoring and leading student and family engagement efforts.</p> <p>Social-Emotional and Behavioral Supports: Elevate is committed to supporting the mental health and behavioral needs of all students. The Dean of Students will lead the implementation of restorative practices and social-emotional learning (SEL) schoolwide, coordinate the Student Lighthouse Team to promote positive school culture, and oversee the MTSS framework and de-escalation strategies for behavioral issues. The Dean will also provide instructional coaching to ensure consistent classroom management and use of EduClimber for behavior intervention tracking.</p> <p>Counseling and SEL: Counselors will lead the Leader in Me program and deliver SEL</p>		<p>participation in Thursday make-up sessions when needed. While some families were not responsive—or cited medical issues or strong academics as reasons for reduced urgency—other families engaged quickly, resulting in improved follow-through on make-up sessions and increased shared accountability.</p> <p>Attendance incentives, policy, and independent study procedures: Independent Study procedures were simplified and communicated more clearly to students and families at the outset, improving understanding of requirements and timelines. Each campus also designated a staff member to provide structured workspace and support for students completing Independent Study/ISC assignments to reduce barriers and increase completion. Staffing availability after school to supervise ISC completion remained a challenge; however, the school addressed this by formalizing the Thursday model and assigning staff coverage where possible to maintain consistent access for students.</p> <p>Designated attendance monitors and multi-campus coordination: Support staff members on each campus were designated as Attendance</p>		

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		<p>lessons, provide counseling services, and collaborate with the Dean and MTSS Coordinator using EduClimber data. All staff will be trained in Leader in Me to build leadership and life skills, foster a high-trust culture, and support academic achievement.</p> <p>Targeted Attendance Interventions: Elevate recognizes a few common threads among chronically absent students and will tailor interventions accordingly. After revising staff responsibilities, each campus will have a dedicated attendance lead to ensure timely intervention and family engagement.</p> <p>Community Partnerships: Elevate will continue partnerships with community agencies to provide suicide prevention programs (especially at the middle school) and parent resources such as Brightlife Kids.</p> <p>This comprehensive, data-driven approach ensures that social-emotional and behavioral needs are addressed alongside chronic absenteeism, with a strong focus on family engagement, targeted intervention, and a positive, supportive school climate</p>		<p>Champions to conduct intentional daily check-ins with students exhibiting chronic or at-risk attendance patterns and to strengthen relationships that promote daily attendance. Tracking attendance across multiple campuses required additional coordination, particularly when attendance staff were located primarily at one site; Elevate responded by improving cross-campus systems and communication routines so that attendance monitoring and follow-up actions were implemented consistently across locations. A key success has been an increased number of staff developing meaningful connections with students with attendance risk factors, including documented examples of students improving attendance as a result of consistent adult follow-up.</p> <p>Social-emotional, behavioral, and counseling/SEL supports: Elevate’s three campuses improved alignment in communicating and reinforcing a shared Gold Standard for behavior expectations. To reduce disruptions and strengthen student focus, Elevate implemented a cell phone locker system during the school day. Although some parents initially expressed concern about not having</p>		

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				<p>immediate access to their child via cell phone, the implementation has produced a noticeable positive impact—particularly at the middle school campus—where student behavior improved and issues tied to inappropriate cell phone use decreased significantly. Middle school counseling/SEL supports were also reinforced through a robust Leader in Me implementation, strengthening student culture and engagement.</p> <p>Targeted attendance interventions and messaging: Elevate implemented Attendance Plus (new this year) to message parents regarding absences, including positive reinforcement communications, increasing staff and family awareness of overall absences. Attendance expectations and the importance of daily presence are also reinforced during Coffee with the Directors, with intentional messaging to help families understand that consistent attendance is essential for learning continuity and student success—not solely a compliance or funding requirement. The school also planned proactively for seasonal increases in illness-related absences by strengthening early communication and make-up structures.</p>		

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				<p>Effectiveness: Implementation has been effective based on measurable and observable outcomes:</p> <ul style="list-style-type: none"> • Mid-year chronic absenteeism is 7%, reflecting a 2.5 percentage point decrease from the 2024–25 rate. • Behavior incidents decreased, and at mid-year the school reported 0 suspensions, supporting the effectiveness of aligned expectations and the cell phone policy. • Staff-level ownership of attendance improved through Attendance Champions and structured ISC supports, contributing to stronger monitoring and follow-up systems across campuses. 		
4	STRENGTHENING EL PROGRAM & SERVICES	<p>In the 2025-26 school year, Elevate School will enhance support for English Learners (ELs) by providing each student with an individualized, ELD standards-aligned plan. Parents will receive a report on their child’s ELD progress with each report card, and ELD standards will be shared with families of EL-designated students to foster understanding of learning goals and expectations.</p>	Fully	<p>This action was fully implemented. Elevate strengthened services for English Learners (ELs) through individualized, ELD standards-aligned planning; consistent family reporting; staff training in integrated ELD strategies; tiered designated ELD instruction and interventions; targeted supports for LTELs; and implementation of Ellevation to</p>	\$156,762	\$70,825.34

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		<p>A credentialed ELD teacher will deliver rigorous designated ELD instruction and tiered interventions, including small group and individualized support tailored to student needs. English Learners, especially Long-Term English Learners (LTELs), will be prioritized for after-school tutoring through the Expanded Learning Opportunities Program (ELOP) to further accelerate English language proficiency.</p> <p>To strengthen program management and progress monitoring, Elevate will implement Ellevation, a comprehensive platform that supports supplemental ELD programming, ELPAC/ELPI score analysis, ongoing monitoring of EL and RFEP progress, reclassification workflows, and instructional planning.</p> <p>Teachers will continue to receive GLAD (Guided Language Acquisition Design) training, and the Instructional Leadership Team will provide ongoing instructional coaching to ensure staff are equipped with effective, research-based strategies for supporting English Learners in every classroom. This comprehensive approach ensures individualized, standards-aligned support for each EL, keeps families informed and engaged, and builds teacher capacity to promote language acquisition and academic success.</p>		<p>improve EL program management and progress monitoring.</p> <p>Individualized ELD plans and family reporting: Each EL student has an individualized learning plan aligned to ELD standards, developed and maintained by the school’s designated ELD teacher. Families receive ELD progress updates each grading period in connection with report card cycles, and ELD standards/learning goals are shared with families of EL-designated students to strengthen clarity around expectations.</p> <p>Designated ELD instruction and tiered interventions: A credentialed ELD teacher delivers designated ELD instruction and provides tiered supports (small-group and individualized) tailored to student needs, including targeted support for EL students requiring additional acceleration. EL students demonstrated a 26+ percentage-point growth in proficiency on the mid-year i-Ready Diagnostic.</p> <p>Integrated ELD capacity-building for staff: The K–5 grade-level teams have been trained in Guided Language Acquisition Design (GLAD) strategies through San Diego County Office of Education (SDCOE) to strengthen</p>		

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				<p>integrated ELD practices in core instruction. The 6–8 Humanities department is in process of completing GLAD training as part of the same capacity-building plan. Teachers began applying GLAD strategies immediately following training, supporting stronger integrated language development practices during core instruction.</p> <p>Targeted supports for LTELs and dually identified EL/SWD students: Elevate prioritized LTEL students for additional supports, including after-school tutoring through ELOP, to accelerate language development and strengthen reclassification readiness. Implementation reflected the school’s current EL profile: four of nine LTEL students are newly enrolled at Elevate this year, and 100% of our currently identified LTELs enrolled within the past two years in middle school; and were already designated as LTELs from prior schools. Over 23% of EL students are also dually-identified EL/SWD (IEPs), increasing the need for coordinated service delivery and individualized instructional planning.</p> <p>Ellevation implementation and program management: Elevate implemented Ellevation to centralize EL data, support progress monitoring,</p>		

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				<p>and strengthen student-level planning and workflow management. Ellevation has improved immediate access to EL information and supported the development of individualized plans based on consolidated assessment and program data. Effectiveness has been strongest for staff responsible for EL monitoring and compliance, while teacher-facing use has been more limited because it is one additional platform among multiple instructional tools.</p> <p>Challenges and responsive adjustments: A primary challenge has been the high proportion of recently enrolled LTEL students and a substantial share of dually identified EL/SWD students, which increases complexity in scheduling, service integration, and progress toward reclassification. In response, the ELD teacher adjusted scheduling to maximize instructional time and access for students. Several LTEL students are making significant progress and are approaching RFEP readiness, and students have demonstrated high engagement in designated ELD supports.</p> <p>Effectiveness: The action has been effective in strengthening EL supports through individualized planning,</p>		

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				<p>consistent progress reporting, tiered designated ELD instruction, and improved EL data monitoring systems. Ellevation has been successful as a progress-monitoring and program-management tool, with teacher adoption identified as an ongoing improvement area.</p>		
5	SERVICES TO SUPPORT SWD	<p>Elevate School’s Special Education action plan focuses on establishing and refining effective systems and procedures to meet the diverse needs of students with disabilities. The team will use multiple data sources—such as student achievement, behavior, attendance, and feedback from staff and families—to guide comprehensive review and continuous improvement of services.</p> <p>A dedicated Special Education (SPED) team collaborates closely with general education teachers to ensure students receive individualized, research-based instruction and support in both inclusive and specialized settings. This collaboration includes co-planning lessons, modifying curriculum, implementing accommodations, and providing targeted interventions, all designed to maximize student growth and inclusion.</p> <p>Ongoing professional development is a cornerstone of the plan. The SPED team will participate in targeted PD on legal and</p>	Fully	<p>This action was fully implemented. Elevate operates a staffed and systematized special education program that ensures Students with Disabilities (SWD) receive required IEP services, timely case management, and coordinated instructional and family supports across three campuses.</p> <p>Staffing, service delivery, and family communication: Elevate currently employs four full-time Education Specialists who provide case management and deliver services to students with IEPs. Families receive progress updates on IEP goals at each reporting period, and Education Specialists maintain strong availability for family communication, consultation, and collaboration with general education staff to ensure accommodations, service implementation, and instructional supports are consistently provided.</p>	\$939,235	\$376,420.43

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		<p>procedural requirements, documentation, differentiated instruction, inclusive teaching strategies, and behavior management. Professional learning will be reviewed and adapted annually based on staff and parent input, ensuring the team remains current with best practices and regulatory changes.</p> <p>Consistent protocols will be maintained for IEP development, implementation, and progress monitoring, with quality assurance checks to ensure compliance and responsiveness to each student’s unique needs. Frequent assessment and feedback loops will be built in, enabling staff to monitor individual progress and adjust supports as needed.</p> <p>Family engagement is prioritized through regular communication, progress updates, and opportunities for collaboration in goal setting and support planning. By involving families, Elevate ensures a holistic, consistent approach to meeting student needs at school and at home.</p> <p>Through these systems, Elevate School is committed to providing inclusive, equitable, and effective services for students with disabilities, supporting their academic, behavioral, and social-emotional growth. Ongoing collaboration, data analysis, and stakeholder input will ensure that services remain responsive and continuously improve to meet the needs of all SWD.</p>		<p>Leadership, compliance, and program management: To strengthen integration of special education into schoolwide instructional planning, the Lead Education Specialist serves on the Instructional Leadership Team (ILT), ensuring that special education considerations inform professional development priorities and data-driven decision-making. The special education team implements required protocols, including compliance with IEP meetings, procedural requirements, and mandated timelines, supporting consistent implementation across campuses.</p> <p>Professional learning and continuous improvement: Education Specialists participate in ongoing training and professional development through the SELPA and regularly consult SELPA staff when questions arise. Elevate also engaged a special education consultant to strengthen department practices, balance staffing and student needs, and further systematize procedures and service delivery.</p> <p>Challenges and response: A primary challenge has been uneven caseload distribution across three campuses, requiring ongoing adjustments to assign caseloads as equitably as possible while meeting student needs.</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>Elevate also serves students who require modified curriculum and intensive supports, increasing the complexity of instructional planning and service coordination. In addition, supporting families’ understanding of appropriate accommodations remains an ongoing need; the team addresses this through proactive consultation, clear communication during IEP cycles, and ongoing availability to problem-solve with families and staff.</p> <p>Successes: The special education team functions as a cohesive and dedicated unit, led by a strong Lead Education Specialist who supports collaboration and ensures timelines are met. Students receive high-quality instruction aligned to IEP goals, with intentional attention to goal quality and alignment to academic standards.</p> <p>Effectiveness: Elevate’s four Education Specialists have strengthened special education capacity and supported measurable student growth. On mid-year diagnostics:</p> <ul style="list-style-type: none"> • In grades K–5, 64% of SWD increased placement levels in ELA and 47% increased placement levels in math. • In grades 6–8, 42.6% of SWD increased placement levels in 		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>ELA and 41% increased placement levels in math.</p> <p>These outcomes, along with consistent compliance practices and strengthened systems, indicate the action has been implemented effectively and is improving program quality and student progress.</p>		
6	BROAD COURSE OF STUDY	<p>Elevate School ensures that all students, including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities, have full access to a broad and rigorous course of study that meets or exceeds California state standards.</p> <p>All students in grades K-8 participate in a comprehensive curriculum that includes English Language Arts, Mathematics, Science (aligned to NGSS), Social Studies, Visual and Performing Arts, Physical Education, and Health. In addition, students have access to STEAM (Grades 2-8), Art (Grades K-5), Art electives (Grades 6-8), and STEAM electives (Grades 6-8). Technology is integrated throughout the curriculum, and every student is provided with age-appropriate devices to support digital literacy and learning.</p> <p>Instruction is aligned with state content standards and incorporates Universal Design for Learning (UDL) and Multi-Tiered</p>	Fully	<p>This action was fully implemented. Elevate School ensures that all students, including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities, have full access to a broad and rigorous course of study that meets or exceeds California state standards. This commitment to equitable access ensures that every student, regardless of background or learning needs, engages with high-quality, standards-aligned instruction across all content areas.</p> <p>Comprehensive K–8 Curriculum: All students in grades K–8 participate in a comprehensive curriculum that includes English Language Arts, Mathematics, Science (aligned to Next Generation Science Standards), Social Studies, Visual and Performing Arts, and Physical Education. Beyond these core subjects, students engage in</p>	\$396,722	\$104,802.11

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>System of Supports (MTSS) to ensure equity and access for all learners. Teachers collaborate regularly across grade levels and campuses to align curriculum, instructional materials, and assessment practices. Specialized supports, modifications, and accommodations are provided as needed so that all students, including those with disabilities and English Learners, can fully participate in every subject area.</p> <p>Elevate’s master schedule and course offerings are reviewed annually to ensure that every student continues to have access to a comprehensive, engaging, and standards-aligned educational program that prepares them for future academic and career success</p>		<p>enrichment opportunities that enhance learning and foster creativity.</p> <p>In grades K–5, students participate in STEAM and Art instruction as part of their regular schedule. In grades 6–8, students have access to STEAM electives and Art electives, providing middle school students with opportunities to explore interests and develop specialized skills in these areas.</p> <p>Standards Alignment and Instructional Support: Support is provided to teachers during collaboration time by designated administrators and Instructional Leadership Team (ILT) members. This support ensures that units are aligned with state standards, coordinated with partner teachers, and connected to professional development according to Elevate's Academic Program Model. This systematic approach to instructional planning promotes consistency and quality across all grade levels and content areas.</p> <p>Successes</p> <p>Unit Revision with PBL Focus: Each grade level has revised a unit with emphasis on essential questions and Project-Based Learning (PBL). This work ensures that instruction is</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>engaging, relevant, and promotes deeper student understanding of content.</p> <p>Professional Development Application: Teachers are applying their professional development learning to each unit, incorporating differentiation, small group instruction, hands-on learning, and academic discourse. This transfer of learning from PD to classroom practice strengthens instructional quality across the school.</p> <p>Aligned School-Wide Goals: The school-wide Wildly Important Goal (WIG) was aligned with professional development learning to promote implementation. This alignment ensures that school priorities, professional learning, and classroom instruction work together to support student achievement.</p> <p>Challenges and Responses</p> <p>Specialty Course Staffing: Finding teachers with appropriate credentials for specialty courses such as STEAM and Art electives remains a challenge. The school continues to recruit qualified candidates and support existing staff in developing expertise</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>in these areas to maintain high-quality instruction in all course offerings.</p> <p>Effectiveness: The broad course of study has been effectively implemented across all grade levels, ensuring equitable access to rigorous, standards-aligned instruction for all student groups. The alignment between the school-wide WIG and professional development has promoted consistent implementation of instructional strategies, including differentiation, small group instruction, hands-on learning, and academic discourse. The completion of unit revisions with emphasis on essential questions and Project-Based Learning demonstrates that teachers are successfully integrating their professional learning into classroom practice, strengthening the quality of instruction students receive across the comprehensive curriculum.</p>		

Goal #	Description	Type of Goal
2	Continue to provide educators and instructional support staff with robust professional learning opportunities to include the CA academic standards and in alignment with STEAM Project-based learning that encompasses relevant learning experiences, and instructional coaching to build growth, capacity, expertise and educator retention.	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.

Continue to provide professional learning opportunities and instructional coaching for teachers to address the diverse learning styles of our students, improve student outcomes and narrow achievement gaps.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84.7%	2022-23: 88.4%	2023-24: 80.4%		
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%		

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

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Elevate School will employ an Executive Director and a team of appropriately credentialed teachers to deliver instruction in all core subject areas—English Language Arts, Mathematics, Science, Social Studies, and Physical Education—for students in	Fully	This action is fully implemented. Elevate School employs an Executive Director and a team of appropriately credentialed teachers to deliver instruction in all core subject areas—English Language Arts, Mathematics,	\$2,382,927	\$1,154,123.72

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>grades K-8. To ensure continuity of instruction, Elevate will also maintain a pool of substitute teachers on staff.</p> <p>All students will receive 176 instructional days during the school year.</p> <p>To support high-quality teaching and continuous improvement, all teachers will participate in eight days of intensive Summer Professional Development prior to the start of the school year, four additional non-instructional professional development days throughout the year, and ongoing weekly professional development sessions. This comprehensive approach ensures that educators are well-prepared to deliver a rigorous, standards-aligned educational program and are supported in their professional growth throughout the year.</p>		<p>Science, Social Studies, and Physical Education—for students in grades K–8. Currently, there are no vacant teacher positions, ensuring that all classrooms are staffed with qualified educators who can deliver rigorous, standards-aligned instruction.</p> <p>Instructional Calendar: All students receive 176 instructional days during the school year. The school calendar includes all planned professional development days, ensuring that teachers have dedicated time for learning and collaboration while students receive the full instructional program.</p> <p>Professional Development Program: To support high-quality teaching and continuous improvement, all teachers participate in a comprehensive professional development program that includes eight days of intensive Summer Professional Development prior to the start of the school year, four additional non-instructional professional development days throughout the year, and ongoing weekly professional development sessions. This approach ensures that educators are well-prepared to deliver a rigorous, standards-aligned educational program and are</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>supported in their professional growth throughout the year.</p> <p>Substitute Teacher Program: To ensure continuity of instruction, Elevate maintains a pool of substitute teachers on staff. These substitutes are utilized for teacher absences as well as to provide additional professional development opportunities and collaboration time. Substitute teachers relieve classroom teachers to participate in math coaching, lesson study, and other professional learning experiences that enhance instructional quality.</p> <p>Successes</p> <p>Continuity of Learning: Teachers value substitutes who are knowledgeable about the curriculum, culture, and students, which creates continuity of learning when classroom teachers are absent. This familiarity with Elevate's instructional program ensures minimal disruption to student learning.</p> <p>Teacher Well-Being: Having reliable, high-quality substitutes on staff means teachers feel less guilt when taking necessary time off, supporting teacher well-being and retention.</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>Full Staffing: Currently there are no vacant teacher positions, ensuring all students have access to credentialed teachers in every classroom.</p> <p>Professional Learning Support: Substitute teachers enable classroom teachers to participate in math coaching and lesson study during the school day, strengthening instructional practice without sacrificing instructional time for students.</p> <p>Challenges and Responses</p> <p>Substitute Pool Capacity: Due to several maternity leave absences, the substitute pool has been stretched to capacity. The school continues to monitor staffing needs and recruit additional qualified substitutes to ensure adequate coverage for both planned absences and unexpected needs.</p> <p>Effectiveness: The staffing and professional development systems have proven highly effective in supporting quality instruction. High-quality substitute teachers are gaining experience within the Elevate system, and behavior stability in classrooms is evident as seen on internal behavior tracking data. This indicates that students respond positively to</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>substitutes who understand the school's expectations and routines. The comprehensive professional development program, combined with the strategic use of substitutes to support ongoing teacher learning through math coaching and lesson study, ensures that instructional quality continues to improve throughout the year.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>Elevate School will provide all educators with robust professional development and instructional coaching throughout the 2025-26 school year. The professional development program will focus on strengthening research-based instructional practices, with an emphasis on close reading and Problem Based Learning in all grades and will incorporate strategies from John Hattie’s work on visible learning.</p> <p>Teachers in grades K-2 will work with a math consultant to implement Illustrative Math in primary grades, while the consultant will continue to provide coaching and support for grades 3-8 math teachers. Coaching cycles will continue as in previous years, with a focus on grade-level collaboration and individual teacher coaching throughout the year.</p> <p>K-2 teachers will receive training on the use of a dyslexia screener to better identify and support students with reading challenges.</p>	Fully	<p>This action is currently taking place and is fully implemented. Elevate has implemented a coherent, yearlong professional development and coaching system focused on strengthening research-based instructional practices, including close reading and problem-based learning across grades K–8, informed by the visible learning research base associated with John Hattie.</p> <p>Grade-level teams and Humanities teams have been or are in the process of being trained in GLAD (Guided Language Acquisition Design) strategies through SDCOE, further strengthening instructional support for English Learners across all content areas.</p> <p>Coaching Cycles and Feedback: Coaching cycles have been expanded and systematized by providing Deans</p>	\$253,484	\$80,406.68

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>All teachers will receive feedback from classroom observations conducted by Deans as part of the coaching cycle and will participate in collaborative planning to ensure instructional rigor and relevance.</p> <p>To further support teacher effectiveness and credentialing, Elevate will reimburse teacher induction expenses and provide support for Deans enrolled in administrator credential programs. This comprehensive approach to professional development ensures that educators are equipped with the latest strategies and supports to maximize student learning and growth.</p>		<p>with training on effective coaching practices, increasing the number of teachers receiving coaching support. Teachers receive systematic feedback on a regular basis that aligns with professional development implementation and core values. All teachers receive feedback from classroom observations conducted by Deans as part of the coaching cycle and participate in collaborative planning to ensure instructional rigor and relevance.</p> <p>The leadership team has participated in calibration practices to ensure feedback to teachers is equitable, aligned, and consistent across all campuses and grade levels.</p> <p>Mathematics Instruction and Coaching: All grades are now using Illustrative Math and receiving coaching from the math consultant. Teachers in grades K–2 work with the math consultant to implement Illustrative Math in primary grades, while the consultant continues to provide coaching and support for grades 3–8 math teachers. RTI staff in all grades have also received professional development in Illustrative Math to ensure alignment</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>between classroom instruction and intervention support.</p> <p>Dyslexia Screening and Early Literacy Support: K–2 teachers have received training and administered the Multitudes dyslexia screener. Students needing support in the area of potential reading challenges have been identified. Teachers also received professional development on how to analyze the screener data and have been provided tools for instruction to support students with reading challenges.</p> <p>Credentialing Support: To further support teacher effectiveness and credentialing, Elevate reimburses teacher induction expenses and provides support for Deans enrolled in administrator credential programs. This comprehensive approach to professional development ensures that educators are equipped with the latest strategies and supports to maximize student learning and growth.</p> <p>Successes</p> <p>Successful Multi-Initiative Implementation: K–2 teachers made early adjustments to the implementation of two major initiatives—new math curriculum and dyslexia screening—without losing</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>momentum and excellence. These implementations have brought about more developmentally appropriate best practices in primary classrooms.</p> <p>Strong K–2 Alignment: There is stronger alignment across K–2 classrooms, and teachers have expressed enthusiasm and appreciation for the new math curriculum.</p> <p>Teacher Appreciation for Feedback: Teachers have expressed appreciation for the amount of feedback they are receiving from the leadership team, indicating that the expanded and systematized coaching cycles are valued and impactful.</p> <p>Increased Access for All Learners: Walkthroughs and feedback are showing a pattern of additional access to learning for English Learners and students with IEPs, demonstrating that professional development is translating into improved instructional practices.</p> <p>Early Literacy Growth: Midyear progress monitoring is showing growth on the Beginning Phonics Skills Test (BPST), indicating that dyslexia screening and targeted</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>instruction are positively impacting early literacy outcomes.</p> <p><u>Challenges and Responses</u></p> <p>Concurrent Initiative Implementation: K–2 teachers were initially overwhelmed with learning the new math curriculum alongside dyslexia screener trainings at the same time. In response, the school provided additional supports from the RTI team, enabling teachers to make early adjustments without losing momentum in either initiative.</p> <p>Effectiveness: The professional development and instructional coaching program is proving highly effective. Walkthroughs and feedback demonstrate a pattern of increased access to learning for English Learners and students with IEPs, indicating that research-based instructional practices are being implemented with fidelity. Midyear progress monitoring shows growth on the BPST, reflecting the positive impact of dyslexia screening and targeted literacy instruction. The calibration of leadership feedback ensures teachers receive equitable, aligned, and consistent support, while expanded coaching cycles have increased the reach and impact of instructional coaching across the</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>school. Teacher enthusiasm for the new math curriculum and appreciation for leadership feedback indicate strong buy-in and a positive professional culture that supports continuous improvement.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>Elevate School will ensure that all students have access to high-quality, standards-aligned curriculum and instructional materials in every subject area. Each discipline—including English Language Arts, Mathematics, Science, Social Studies, Physical Education, Visual and Performing Arts, and STEAM—will be supported by curriculum and resources that meet or exceed California state standards.</p> <p>Elevate School will annually review and purchase instructional materials, including consumables, to guarantee that every student has the resources needed for full participation and engagement in the curriculum. Teachers and administrators will regularly evaluate all instructional materials to confirm their alignment with current standards and their effectiveness in supporting diverse learners. Any identified gaps will be addressed through supplemental resources or updated materials as needed.</p> <p>This commitment ensures that all students, including English Learners, students with disabilities, foster youth, and</p>	Fully	<p>This action is fully implemented. Elevate ensured that all students have access to high-quality, standards-aligned curriculum and instructional materials across grades K–8, with full access to core programs, consumables, and supplemental resources required for implementation.</p> <p>Implementation update: All students have access to Illustrative Math consumables and Elevate purchased updated Step Up to Writing licenses this school year to maintain alignment to the current program version. To support fidelity of implementation in primary grades, Elevate also purchased math manipulatives for grades K–2. In addition, Elevate strengthened access to intervention-aligned materials by purchasing additional Illustrative Math workbooks and RTI texts, ensuring students and staff have the resources needed for both core instruction and targeted supports.</p>	\$5,150	\$47,003.83

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>socioeconomically disadvantaged students, receive equitable access to a rigorous and comprehensive educational program that supports their academic growth and achievement</p>		<p>Elevate continues to develop its own ELA curriculum, designed around California standards, grade-level unit themes, and an extended anchor text used to explicitly teach ELA standards. Unit themes are intentionally tied to science and social studies standards to provide coherent cross-curricular learning opportunities. All students have access to the instructional materials and reading resources required for each unit.</p> <p>Teachers implement differentiated instruction within the core curriculum to support English Learners and students with IEPs, including scaffolds and targeted supports embedded into lessons and small-group instruction.</p> <p>Substantive difference in expenditures: This year, Elevate made additional curriculum and materials investments beyond the original plan. Total funds budgeted were \$5,150, while midyear expenses to date are \$47,000. This represents a substantive difference, driven by the need for additional Illustrative Math workbooks, RTI texts, manipulatives, and updated writing resources to ensure full access and high-fidelity implementation across grades.</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>Challenges: A key challenge emerged after the start of the school year when Elevate identified the need to update Step Up to Writing resources. This required unexpected adjustments to professional development to support implementation of the newer version. Curriculum development has also required significant staff time, and new teachers have sometimes found it challenging to implement internally created curriculum, which has increased the need for curriculum revision and refinement. Because internally developed curriculum does not include built-in EL or special education scaffolds, teachers have needed to create additional supports to ensure access. Additionally, the sequencing of Illustrative Math does not align directly to i-Ready diagnostic domains, which can create discouragement when midyear diagnostic results do not reflect the full scope of math instruction completed to date.</p> <p>Successes: Teachers have revised at least one unit of instruction to increase rigor, reflecting a culture of instructional ownership, safety, and continuous improvement. Staff have been willing to make updates and adjustments without lowering</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>expectations, and teacher buy-in remains high because the curriculum is meaningful and responsive to student needs. Students have also demonstrated higher engagement in the Illustrative Math program compared to the prior math curriculum.</p> <p>Effectiveness: While midyear i-Ready results may not fully reflect growth due to misalignment between i-Ready sequencing and the Illustrative Math scope and sequence, Elevate has previously seen strong end-of-year growth on i-Ready diagnostics. Based on last year’s end-of-year outcomes and continued implementation fidelity this year, Elevate expects similar gains on the end-of-year diagnostic and continued improvement in student learning outcomes.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>Elevate School will ensure that all students have access to a technology device to support their learning and access curricular and instructional materials across all subject areas. Elevate will continue to contract with IT support providers to maintain and manage devices and technology systems, ensuring reliable performance and security.</p> <p>Zoom will remain in use for virtual meetings, supporting instructional delivery, family engagement, and staff collaboration.</p>	Fully	<p>This action is fully implemented. Elevate ensured that all students have consistent access to an individual technology device to support learning and to access curricular and instructional materials across all subject areas. Elevate also continued to contract with IT support providers to maintain devices and technology systems, ensuring devices remain</p>	\$57,173	\$29,040.78

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>To further enhance digital learning and connectivity, Elevate has completed infrastructure upgrades to increase internet bandwidth and improve network reliability across all school sites. These actions ensure that students and staff have the necessary tools and connectivity for effective teaching, learning, and communication in the 2025-26 school year.</p>		<p>functional, secure, and available for instruction.</p> <p>All students have access to technology and an individual device for daily instructional use, including access to digital curriculum resources, assessments, and learning platforms. Teachers have also leveraged technology to strengthen family engagement by using Zoom to allow families to participate in student presentations when in-person attendance is not possible, increasing access for working families and caregivers.</p> <p>Challenges: A primary challenge has been avoiding over-reliance on technology for core instruction. Staff must also closely monitor the quality and appropriateness of information students access online and the resources students use for learning tasks, particularly when independent work involves internet-based materials.</p> <p>Successes: Teachers and staff have established consistent routines for technology use to ensure implementation is developmentally appropriate and supports, rather than replaces, high-quality instruction. Technology use has been intentionally</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>paced within instruction—especially in writing—to minimize unnecessary screen time and reduce opportunities for inappropriate AI use while preserving technology as an effective learning tool. Families have responded positively to Zoom access for classroom presentations, and parents have expressed appreciation for the opportunity to participate remotely.</p> <p>Students with IEPs have also benefited from technology-supported learning tools, and students are able to engage in independent practice and learning without artificial caps on skill progression within digital programs.</p> <p>Effectiveness: Implementation has been effective based on consistent student access to devices, sustained technology system reliability through contracted IT support, and intentional instructional use that supports student learning while enhancing family engagement. Teachers are using technology purposefully to increase learning access, support individualized needs, and strengthen home-school connection.</p>		

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	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.

Engaging families/parents is essential to successfully educate “the whole child.” Our school will continue to strengthen communication and collaboration with families to improve student outcomes, reduce chronic absenteeism rates, improve school climate, and provide a welcoming and inclusive learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Good	2025-26:		
19	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning	<u>2023-24:</u> 9. 4 10. 5 11. 4 12. 4	<u>2024-25:</u> 9. 4 10. 4 11. 4 12. 4	2025-26: In Progress		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .					
20	Parent participation in programs for Unduplicated Pupils & Students with Disabilities. (Questions 1-4) <u>Rating Scale:</u> 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	<u>2023-24:</u> 1. 4 2. 5 3. 5 4. 4	<u>2024-25:</u> 1. 4 2. 4 3. 4 4. 4	2025-26: In Progress		
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local Survey	<u>2023-24:</u> 95% Sense of Safety 91% School connectedness	<u>2024-25:</u> 95% Sense of Safety 89% School Connectedness	2025-26: In Progress		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local Survey	<u>2023-24:</u> 97% Sense of Safety 99% School connectedness	<u>2024-25:</u> 98% Sense of Safety 97% School Connectedness	2025-26: In Progress		
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local Survey	<u>2023-24:</u> 80% Sense of Safety 98% School connectedness	<u>2024-25:</u> 91% Sense of Safety 96% School Connectedness	2025-26: In Progress		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Elevate School is committed to creating a safe, welcoming, and positive school climate that is foundational to student well-being, learning, and engagement. The schoolwide implementation of the Leader in Me Leadership Program, an evidence-based social-emotional learning (SEL) process, empowers students with the leadership and life skills needed to thrive academically and personally.</p> <p>Elevate partners with students and families to build a strong, inclusive school culture that values every child and supports each student in realizing their unique potential. The educational program offers multiple authentic leadership opportunities,</p>	Fully	<p>This action is currently taking place and is fully implemented. Elevate partners with students and families to build a strong, inclusive school culture that values every child and supports each student in realizing their unique potential. The educational program provides authentic leadership and engagement structures, including Leadership Day, the Student Advisory Committee (SAC), classroom and campus leadership roles, the Student Lighthouse Team (K–5), and ASB/Lighthouse Team (6–8). Students also participate in learning beyond the classroom through field trips and</p>	\$322,563	\$147,438.45

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>including Leadership Day, Student Advisory Committee (SAC), classroom and campus leadership roles, the Student Lighthouse Team (K-5), and ASB/Lighthouse Team (6-8). Students also engage in learning beyond the classroom through field trips and student-led conferences, which showcase their work and deepen engagement and motivation.</p> <p>To further foster community and school pride, Elevate will continue to promote cross-campus student activities and events that build connections and engagement among students. New student onboarding “clubs” will be introduced to help new students acclimate to the school culture and form peer connections, supporting a smooth transition and sense of belonging.</p> <p>Elevate’s commitment to safety is reflected in the regular review and revision of the School Safety Plan, which is discussed staffwide and includes emergency drills, school supervision protocols, and the use of the Raptor Visitor Management System to monitor campus visitors. Required hearing and vision screenings will be provided in compliance with state law.</p> <p>Through these comprehensive efforts, Elevate School ensures a safe, inclusive, and engaging environment where all students can develop academically, socially, and emotionally, preparing them for success in school and beyond.</p>		<p>student-led conferences that showcase student work and increase motivation and ownership.</p> <p>Elevate has strengthened student leadership and ownership, particularly at the middle school level, where students take active responsibility for campus culture and operations through leadership roles such as safety-related teams, community meetings, and supporting campus tours. Student voice is also elevated through student-led conferences and events such as the Winter Exhibition, which provide structured opportunities for students to present their learning, reflect on progress, and engage families in academic goals. To support new student transition and belonging, Elevate has implemented a buddy system that helps students acclimate more quickly to routines, expectations, and peer networks. In addition, students are engaged in school culture and safety practices, including participation in School Safety Plan review processes consistent with site procedures.</p> <p>Challenges: Student-led events rely in part on family participation, which can be inconsistent due to work schedules and language barriers. Elevate continues to mitigate this</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>challenge through accessible communication and multiple options for families to engage with student learning and school events.</p> <p>Successes: The middle school student leadership structure is highly active and visible and has contributed to a stronger sense of ownership and positive campus culture. Onboarding practices, including the buddy system, have supported faster adjustment for new students and strengthened peer connection. Schoolwide identity has also been reinforced through community-building events such as the Fall Festival, which brought campuses together and strengthened relationships across the Elevate community, including among families who do not typically interact across sites.</p> <p>Effectiveness: Family engagement results demonstrate strong effectiveness. In the Fall Family Survey, 93% of families reported feeling like an active partner in their child’s education, 97% reported that staff are responsive when issues or concerns are raised, 96% reported that the school makes it easy to communicate with teachers, and 97% reported that the school keeps families</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				informed about important issues and events.		
2	PARENT INPUT IN DECISION-MAKING	<p>Elevate School will ensure that parents—including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD)—have meaningful opportunities to participate in school decision-making through a variety of advisory committees. These include the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), as required by California Education Code 52062(a)(2), when applicable. Additionally, the Parent Advisory Committee (PAC), as required by CA EC 52062(a)(1), will provide further input on school programs and policies.</p> <p>Interpreter services will be made available upon request to ensure that all parents can fully participate in meetings and provide input, regardless of language needs.</p> <p>Through these structures, Elevate School is committed to engaging a diverse group of parents in shaping educational programs and ensuring that the voices of families—especially those of English Learners, foster youth, low-income students, and students with disabilities—are included in school planning and continuous improvement.</p>	Fully	<p>This action was fully implemented. Elevate School ensures that parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), have meaningful opportunities to participate in school decision-making through a variety of advisory committees. This commitment to family voice in governance strengthens the partnership between home and school and ensures that diverse perspectives inform school programs and policies.</p> <p>Advisory Committees: The English Learner Advisory Committee (ELAC), as required by California Education Code 52062(a)(2), provides a forum for parents of English Learners to participate in school decision-making. ELAC meetings have been held and a parent has been elected to the ELAC committee, ensuring that EL family voices are represented in school governance.</p> <p>The Parent Advisory Committee (PAC), as required by California Education Code 52062(a)(1), provides further input on school programs and policies. Active engagement continues</p>	\$1,535	\$0

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>through PAC meetings, with the most recent meeting held on November 5 and the next meeting scheduled for February 4.</p> <p>Community Engagement and Input Team: Elevate's Community Engagement and Input (CEI) Team includes two parent members and one student. This team amplifies underrepresented family voices and ensures that historically marginalized families have a direct role in school decision-making processes.</p> <p>Family Engagement Opportunities: Active family engagement continues through Coffee/Dessert with Directors events, providing informal opportunities for families to connect with school leadership, ask questions, and provide input on school matters. These gatherings complement the formal advisory committee structure by creating accessible touchpoints for family participation.</p> <p><u>Successes</u></p> <p>Greater Family Representation: Elevate has achieved greater family representation across advisory committees and engagement opportunities, ensuring diverse voices</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>are included in school decision-making.</p> <p>Increased Trust: Families have demonstrated increased trust in school decision-making processes, reflecting the effectiveness of engagement efforts and transparent communication.</p> <p>Growing Volunteer Leadership: More volunteers were willing to run for election to advisory committees this year, indicating growing family investment in school governance.</p> <p>Increased Attendance: The number of parents attending meetings has increased since last year, with attendance now in the mid-20s, demonstrating growing family engagement in school decision-making.</p> <p><u>Challenges and Responses</u></p> <p>Building Trust with Marginalized Families: While Elevate has made meaningful progress in expanding family engagement through the formation of the CEI Team, building trust with families who have historically felt marginalized remains an ongoing effort. The school continues to prioritize authentic relationship-building and responsive</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				<p>communication to strengthen these partnerships.</p> <p>English Learner Family Participation: Engaging EL families in attending meetings remains an ongoing challenge, regardless of meeting times, incentives, or discussion topics. The school continues to explore strategies to increase EL family participation and ensure their voices are represented in school decision-making.</p> <p>Effectiveness: The parent participation in decision-making initiative has been effectively implemented. All required advisory committees are active and meeting regularly, including ELAC and PAC. The CEI Team provides an additional avenue for amplifying underrepresented family voices. The increase in parent attendance from previous years, growth in the number of volunteers willing to run for election and reported increase in family trust all indicate that engagement efforts are building meaningful partnerships between families and the school. While ongoing challenges remain in engaging EL families and building trust with historically marginalized communities, the foundation for inclusive decision-making has been</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				established and continues to strengthen.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Elevate School is committed to providing all parents—including those representing Unduplicated Pupils and Students with Disabilities—with meaningful opportunities to engage as partners in their child’s education. The Parent Education Coordinator will facilitate parent workshops, connect families to resources, promote and organize volunteer opportunities and training, and conduct ongoing outreach to ensure all families feel welcomed and supported.</p> <p>Communication with families will be streamlined through ParentSquare, and families will have access to the Aeries Parent Portal to monitor their child’s academic progress and attendance. The Leadership Team and Parent Engagement Coordinator will offer a series of Parent Education workshops on topics such as Digital Citizenship/Online Safety, the 7 Habits, social-emotional supports, academic supports at home, community building through an equity lens, and strategies for supporting teens. Additional workshops will include “Getting Ready for High School” for 8th grade families and “Parent Math Night,” which introduces families to the Illustrative Mathematics curriculum.</p>	Fully	<p>This action was fully implemented. Elevate School provided parents, including those representing Unduplicated Pupils and Students with Disabilities, with meaningful opportunities to engage as partners in their child’s education through coordinated workshops, family events, volunteer outreach, and consistent communication systems. The Parent Education Coordinator facilitated parent education opportunities, connected families to resources, promoted and organized volunteer opportunities and training, and conducted ongoing outreach to ensure families felt welcomed and supported.</p> <p>Communication and access to student information: Elevate streamlined family communication through ParentSquare and ensured families had access to the Aeries Parent Portal to monitor their child’s academic progress and information throughout the year.</p> <p>Parent workshops implemented (first half of the year): Elevate implemented a series of parent workshops to build knowledge, strengthen home-school</p>	\$67,590	\$23,447.77

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>To further strengthen the school community, Elevate will host events such as Military Coffees, Coffee/Dessert with the Directors, and schoolwide gatherings like Family Art & STEAM Nights, Family Movie Night, and Family PE Days. These events and workshops are designed to build connections among families, provide practical resources, and foster a collaborative environment that supports student achievement and well-being.</p> <p>Through these comprehensive efforts, Elevate ensures that all parents have accessible, relevant, and ongoing opportunities to participate actively in their child’s education.</p>		<p>partnership, and respond to family needs and interests. Workshops provided during the first half of the year included:</p> <ul style="list-style-type: none"> • Looking Forward to 9th Grade (9/16/25) • Math Night (10/9/25) • Getting to Know Middle School! (10/22/25) • Military Connections Lunch (10/30/25) • Raising Upstanders: Helping Your Child Navigate Bullying (11/12/25) <p>Schoolwide family events: Elevate also hosted community-building events that strengthened relationships and school identity. Special events such as the Fall Festival in October and Family Movie Night in December were very well attended and supported broad family participation and connection.</p> <p>Challenges: Participation across workshops was inconsistent, and ensuring representation from all families remained challenging despite targeted outreach efforts.</p> <p>Successes: Elevate experienced strong family turnout at schoolwide events,</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				with more than 200 attendees at both the Fall Festival and Family Movie Night. Workshop topics were relevant and high-interest, contributing to increased family awareness, connection to resources, and stronger engagement structures. Collectively, these efforts established a strong foundation for ongoing parent partnership and inclusive family engagement.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>Elevate School is committed to providing all students and staff with safe, clean, and well-maintained school facilities. Each year, Elevate will complete the Facility Inspection Tool (FIT) report for every school site, as required by California Education Code. The FIT is an objective tool used to evaluate whether school facilities are in “good repair,” ensuring they are clean, safe, and functional for learning.</p> <p>The results of each FIT inspection will be reported annually in the School Accountability Report Card (SARC), the Local Indicators Report, and the LCAP, making this information accessible to families and the community. Any issues or deficiencies identified during the inspection will be addressed promptly to maintain high standards of safety and cleanliness across all campuses.</p>	Fully	<p>This action was fully implemented. Elevate School ensured that all students and staff had access to safe, clean, and well-maintained facilities across all campuses. Elevate completed the annual Facility Inspection Tool (FIT) process for each school site, consistent with California requirements, using the FIT as an objective measure to confirm that facilities are in “good repair” and that instructional and operational spaces are clean, safe, and functional for learning.</p> <p>Annual inspection, reporting, and corrective action: Elevate implemented a consistent annual cycle for facility inspection, documentation, and transparency. FIT results are reported annually through the School Accountability Report Card</p>	\$638,293	\$303,552.16

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
		<p>By following this process, Elevate School ensures ongoing compliance with state requirements and demonstrates a strong commitment to maintaining a healthy, safe, and supportive learning environment for all students and staff.</p>		<p>(SARC), the Local Indicators Report, and the Local Control and Accountability Plan (LCAP), ensuring families and the broader community have access to facility condition information. When maintenance issues or deficiencies are identified through inspections or ongoing walkthroughs, Elevate documents concerns and initiates corrective actions to maintain high standards for safety, cleanliness, and functionality across campuses.</p> <p>Compliance and commitment to safe learning environments: Through annual FIT completion, public reporting, and responsive follow-up, Elevate maintained compliance with state facility expectations and demonstrated an ongoing commitment to a healthy, safe, and supportive learning environment for students and staff.</p> <p>Challenges: A continuing challenge is that Elevate operates on leased properties. As a result, certain repairs or upgrades require landlord approval, vendor coordination, and landlord scheduling, which can delay completion of items that are outside the school’s direct control. Elevate mitigates this challenge through proactive communication with</p>		

#	Action Title	2025-26 Action Description	Level of Implementation	Mid-year Implementation Update	Total Funds Budgeted	Midyear Expenditures
				property owners, timely escalation of concerns, and consistent monitoring to ensure facility needs are addressed as quickly as possible within lease and landlord constraints.		

Coversheet

Approve Lease Addendum for 2285 Murray Ridge Rd

Section: II. Agenda Items
Item: E. Approve Lease Addendum for 2285 Murray Ridge Rd
Purpose: Vote
Submitted by:
Related Material: 2026.2.9 Elevate-FCC Lease Amendment 04-01-2026 - 06-30-2028.doc

LEASE AMENDMENT

Lessor and Lessee entered into that certain Lease Agreement for Five years dated on July 1, 2019, and ending on June 30, 2024, for the premises located at 2285 Murray Ridge Road, San Diego, California, the parties desire to amend this Lease Agreement as follows:

- 1. The lease term shall be extended for two years beginning on July 1, 2026, and ending on 11:59 p.m. June 30, 2028.**
- 2. The monthly rental amount shall be modified to increase by Three Hundred Fifty One Dollars and Thirty Nine Cents (\$351.39) beginning April 1, 2026, making the rent beginning April 1, 2026 Twenty Six Thousand Three Hundred Forty-eight Dollars and Fifty-nine Cents (\$26,348.59) for year one and Twenty Seven Thousand One Hundred Twenty-eight Dollars and Fifty-one Cents (\$27,128.51) for year two.**
- 3. Lessee acknowledges and agrees it has no claims, defenses or offsets related to the lease or otherwise against Lessor.**
- 4. Lessor and Lessee desire to amend the Lease with the following language: To add additional space in the approximate amount of 222.75 sq. ft. of space for Elevate School beginning April 1, 2026.**
- 5. Except as herein stated, all terms and conditions of the lease, including any exhibits, addenda and/or modifications, shall continue and remain in full force and effect.**

Dated: _____

Lessor: INTERNATIONAL CHURCH OF THE FOURSQUARE GOSPEL,
A California Nonprofit Religious Corporation, dba San Diego Foursquare Church

By: _____
Andrew Nakamura, Assistant Corporate Secretary

By: _____
Jon R. Wolfe, Property Advisor

Lessee: Elevate School

By: _____

Name: _____

Title: _____

Coversheet

Approve Revised English Learner Reclassification Criteria

Section: II. Agenda Items
Item: F. Approve Revised English Learner Reclassification Criteria
Purpose: Vote
Submitted by:
Related Material: 2026.2.9 Criteria for the Reclassification of English Learners.pdf

Criteria for the Reclassification of English Learners

Reclassification is the process whereby a student is reclassified from **English Learner (EL)** status to **Fluent English Proficient (RFEP)** status. Reclassification can take place at any time during the academic year, immediately upon the student meeting all the criteria.

A student will be reclassified from English Learner (EL) status to Fluent English Proficient (RFEP) status when the following four criteria have been met, in accordance with California EC Section 313 and Title 5 California Code of Regulations (5 CCR) Section 11303:

1. An Overall Performance Level of 4 on the Summative ELPAC or an Overall Performance Level of 3 on the Alternate Summative ELPAC
2. ELA Teacher and ELD Teacher recommendations for reclassification based on evaluation of academic performance on grade level ELA content
3. Parent consultation by which parents have an opportunity to discuss student performance and share comments or concerns
4. Student performance at or approaching grade level in basic academic skills, as indicated by ELA assessments and school benchmarks

After reclassification, the student will be monitored and evaluated for four years using the Observation Protocol for Teachers of English Learners (OPTTEL), to ensure that the student receives ongoing academic support as needed.

Coversheet

Approve Revised Independent Study Policy

Section: II. Agenda Items
Item: G. Approve Revised Independent Study Policy
Purpose: Vote
Submitted by:
Related Material: 2026.2.9 BP6001 Independent Study Policy - FINAL.pdf

Board Policy # BP 6001

Adopted Ratified: 10/15/2014

Revision Dates: 9/21/2019, 8/23/2021, 10/14/2021, 8/20/2022, 7/31/2024, 2/27/2025



Inspiring tomorrow's innovators & leaders

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Elevate School – Independent Study Policy

In the interest of maintaining a student’s academic progress and minimizing disruption to the educational program, Elevate School (“Elevate” or the “Charter School”) may offer Independent Study to meet the educational needs of students enrolled in the Charter School. Independent study is an optional educational alternative in which no student may be required to participate and is designed to teach the knowledge and skills of the core curriculum. The Charter School shall provide appropriate existing services and resources to enable students to complete their independent study successfully.

Short-term independent study is available for students who are unable to participate in classroom instruction for: 1-15 school days. The purpose of independent study is to accommodate extended illness, quarantine, or other extenuating circumstances that prohibit the student from accessing on-campus instruction. In cases of unavoidable travel, Independent Study contracts will only be issued when the duration is three (3) or more days. Families are encouraged to plan vacations during school breaks.

In special circumstances and only upon prior written approval by the Executive Director, a student may be approved to participate in independent study for longer than the fifteen (15) cumulative school days permitted by this Policy. Such requests will be granted on a case-by-case basis at the sole direction of the Executive Director, for reasons including but not limited to, healthcare provider or county office of public health quarantine instructions, medical fragility, or extended illness. If a student is not approved for an extension of the fifteen (15) day cumulative maximum, further absences will be addressed in accordance with the Charter School’s attendance policy and may be considered unexcused and/or lead to truancy prevention measures, depending on the nature of the absence. *Participation in independent study shall be limited to staffing capacity and shall be maintained to be lower than 20% of the attendance at Elevate at any given time.* Should interest in independent study exceed capacity, participation shall be determined by public random drawing. All requests will be considered on a case-by-case basis. Any use of independent study shall be restricted to occasional, incidental instances of extended absences, and shall fully comply with all applicable independent study laws and regulations. Students' attendance records and overall performance records will be considered in granting independent study applications. Priority for independent study shall be provided to those students with written documentation from a physician that states that a student cannot safely attend school in-person even with appropriate safety measures as required by the local, state, and federal departments of health.

The following written policies have been adopted by the Elevate Board of Directors for implementation at Charter School:

1. For students in all grade levels and programs offered by the Charter School, the **maximum length of time** that may elapse between the time an assignment is made and the date by which the student must complete the assigned work shall be **thirty (30) school days**, unless an exception has been made by the Executive Director.
2. The Executive Director or designee shall conduct an evaluation to determine whether it is in the best interest of the student to remain in independent study upon the following triggers:
 - a. When any student fails to complete more than 50% of assignments during any period of ten (10) school days.
 - b. In the event a student's educational progress falls below satisfactory levels as determined by Elevate's School Success Team process which considers ALL of the following indicators:
 - i. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student level measures of student achievement and student engagement set forth in Education Code Section 52060(d) paragraphs (4) and (5).
 - ii. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
 - iii. Learning required concepts, as determined by the supervising teacher.
 - iv. Progressing toward successful completion of the course of study or individual course, as determined by the supervising teacher.

A written record of the findings of any evaluation conducted pursuant to this policy shall be treated as a mandatory interim student record. The record shall be maintained for a period of three years from the date of the evaluation and, if the student transfers to another California public school, the record shall be forwarded to that school.

3. The Charter School shall provide content aligned to grade level standards that is substantially equivalent to in-person instruction.
4. The Charter School has adopted tiered reengagement strategies* for the following pupils:
 - a. All pupils who are not generating attendance for more than 10 percent of required minimum instructional time over four continuous weeks of the Charter School's approved instructional calendar;
 - b. Pupils found not participatory in synchronous instructional offerings pursuant to Education Code Section 51747.5 for more than 50 percent of the scheduled times of synchronous instruction in a school month as applicable by grade span; or

- c. Pupils who are in violation of the written agreement pursuant to Education Code Section 51747(g).

These procedures shall include local programs intended to address chronic absenteeism, as applicable, with at least all of the following:

- a. Verification of current contact information for each enrolled pupil;
- b. Notification to parents or guardians of lack of participation within one (1) school day of the recording of a non-attendance day or lack of participation;
- c. A plan for outreach from the Charter School to determine pupil needs including connection with health and social services as necessary;
- d. A clear standard for requiring a pupil-parent-educator conference to review a pupil's written agreement and reconsider the independent study program's impact on the pupil's achievement and well-being consistent with the policies adopted pursuant to paragraph (4) of subdivision (g) of Education Code Section 51747.

The teacher of record in coordination with school leadership will implement additional reengagement strategies, including but not limited to phone calls, home visits, and missed assignment notices to support student learning and engagement.

5. The following plan shall be in place in accordance with Education Code Section 51747(e) for synchronous instruction and live interaction*:
 - a. For pupils in kindergarten through grade 3, inclusive, Charter School shall provide opportunities for daily synchronous instruction for all pupils throughout the school year by each pupil's teacher of record. Charter School will provide opportunity for daily synchronous instruction in math and language arts via Zoom with a credentialed teacher.
 - b. For pupils in grades 4-5, inclusive, Charter School shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record. Charter School will provide opportunity for daily "wellness checks" and progress monitoring with RTI staff, and daily opportunity for synchronous instruction in math and language arts via Zoom with the supervising teacher.
 - c. For pupils in grades 6-8, inclusive, Charter School shall provide opportunities for daily live interaction between the pupil and a certificated or non-certificated employee of the Charter School and at least weekly synchronous instruction for all pupils throughout the school year by each pupil's teacher(s) of record. Charter School will provide opportunity for daily "wellness checks" and progress monitoring with RTI staff, and weekly opportunity for synchronous instruction in math and language arts via Zoom with the supervising teacher.

6. The following plan* shall be utilized to transition pupils whose families wish to return to in person instruction from independent study expeditiously, and, in no case, later than five instructional days: Families who wish to return to in-person instruction from independent may contact the Charter School Executive Director, who shall convene a meeting with parent and student to facilitate transition.

* The tiered reengagement strategies, plan for synchronous instruction and live interaction, and plan to transition pupils whose families wish to return to in-person instruction (paragraphs 4, 5, and 6 above) shall not apply to:

- a. pupils who participate in an independent study program for fewer than 16 schooldays in a school year;
- b. pupils enrolled in a comprehensive school for classroom-based instruction who, under the care of appropriately licensed professionals, participate in independent study due to necessary medical treatments or inpatient treatment for mental health care or substance abuse. Local educational agencies shall obtain evidence from appropriately licensed professionals of the need for pupils to participate in independent study pursuant to this subdivision; or
- c. independent study offered due to school closure or material decrease in attendance for 15 school days or less for affected pupils under one or more of the circumstances described in Education Code Sections 41422 and/or 46392, and 46393 for which the Charter School files an affidavit seeking an allowance of attendance due to emergency conditions.

7. A current written agreement shall be maintained on file for each independent study student, including but not limited to, all of the following:

- a. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent or guardian regarding a student's academic progress.
- b. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
- c. The specific resources, including materials and personnel, that will be made available to the student. These resources shall include confirming or providing access to all students to the connectivity and devices adequate to participate in the educational program and complete assigned work.
- d. A statement of the policies adopted pursuant to Education Code Section 51747, subdivisions (a) and (b) regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether or not the student should be allowed to continue in independent study.
- e. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement. No independent study agreement shall be valid for any period longer than one school year.

- f. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
- g. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, individuals with exceptional needs in order to be consistent with the student's individualized education program or plan pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794), students in foster care or experiencing homelessness, and students requiring mental health supports.
- h. The inclusion of a statement in each independent study agreement that independent study is an optional educational alternative in which no student may be required to participate. In the case of a student who is referred or assigned to any school, class, or program pursuant to Section 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through independent study only if the student is offered the alternative of classroom instruction.
- i. For a pupil participating in an independent study program that is scheduled for more than 15 school days, each written agreement shall be signed, before the commencement of independent study, by the student, the student's parent, legal guardian, or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. For a pupil participating in an independent study program that is scheduled for 15 school days or fewer, each written agreement shall be signed during the school year in which the independent study takes program takes place, by the pupil, the pupil's parent, legal guardian, or caregiver, if the pupil is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and the certificated employee designated as having responsibility for the special education programming of the pupil, as applicable. The written agreement may be signed at any time during the school year, but it is the intent of the Legislature that parents or guardians of pupils be provided the agreement at or before the beginning of the school year. For purposes of this paragraph "caregiver" means a person who has met the requirements of Part 1.5 (commencing with Section 6550) of Division 11 of the Family Code.
- j. Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education, that may be a marking that is either computer generated or produced by electronic means and is intended by the signatory to have the same effect as a handwritten signature. The use of an electronic signature shall have the same force and effect as the use of a manual signature if the requirements for digital signatures and their acceptable technology, as provided in Section 16.5 of the Government Code and in Chapter 10 (commencing with Section 22000) of Division 7 of Title 2 of the California Code of Regulations, are satisfied.

8. The Charter School shall comply with the Education Code sections 51745 through 51749.3 and the provisions of the Charter Schools Act of 1992 and the State Board of Education regulations adopted there under.
9. The Executive Director may establish regulations to implement these policies in accordance with the law.