Elevate School

Regular Board Meeting

Date and Time

Monday June 8, 2026 at 4:00 PM PDT

Elevate 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 May 11 Regular 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.	**Consent Agenda**			**4:12 PM**
	A. Approve 26-27 Contracts	Vote	Ryan Elliott	5 m
III.	**Agenda Items**			**4:17 PM**
	A. Executive Director Report	FYI	Ryan Elliott	15 m
	B. Financial Update	FYI	Chancellor Brown	10 m
	C. Local Indicators Report	FYI	Ryan Elliott	10 m
	D. 2026-2027 LCAP Public Hearing	Discuss	Ryan Elliott	20 m
	E. Approve 2026-2027 LCAP	Vote	Ryan Elliott	5 m
	F. Approve 2026-2027 Budget	Vote	Chancellor Brown	10 m
	G. Approve Revised Bylaws	Vote	Ryan Elliott	5 m
	H. Approve Revised Articles of Incorporation	Vote	Ryan Elliott	5 m
	I. Approve Prop 28 Plan	Vote	Ryan Elliott	5 m
	J. Approve 26-27 ConApp	Vote	Ryan Elliott	5 m
	K. Approve 26-27 EPA Spending Plan	Vote	Ryan Elliott	2 m
	L. 25-26 Board Goal Updates/Discussion	Discuss	Cheryl Gorman	10 m
	M. Vote on Appointment of New Board Member Approve Rochelle Carroll to serve an initial three-year term on the Elevate Board (July 1, 2026 - June 30, 2029)	Vote	Cheryl Gorman	10 m
	N. Nomination and Election of 26-27 Board Officer Roles	Vote	Cheryl Gorman	5 m
	O. Approve 26-27 Board Meeting Calendar	Vote	Cheryl Gorman	5 m

		Purpose	Presenter	Time
	P. Discuss and Approve Staff Retention Bonus/Additional Compensation	Vote	Ryan Elliott	5 m
IV.	**Closed Session**			**6:24 PM**
	A. Executive Director Evaluation and Compensation	Discuss	Sophie Karagianes	20 m
V.	**Reconvene to Open Session**			**6:44 PM**
	A. Report Any Action Taken in Closed Session		Sophie Karagianes	5 m
VI.	**Closing Items**			**6:49 PM**
	A. Adjourn Meeting	Vote		

Coversheet

Approve Minutes from May 11 Regular Board Meeting

Section:	I. Opening Items
Item:	D. Approve Minutes from May 11 Regular Board Meeting
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for Regular Board Meeting on May 11, 2026

APPROVED

ELEVATE
SCHOOL

Elevate School

Minutes

Regular Board Meeting

Date and Time
Monday May 11, 2026 at 4:00 PM

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.

Directors Present
Chancellor Brown, Cheryl Gorman, Jane Leverson

Directors Absent
Becky Madeja, Sophie Karagianes

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 May 11, 2026 at 3:56 PM.

C. Approve Agenda

Jane Leverson made a motion to Approve the Agenda.
Cheryl Gorman seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Sophie Karagianes	Absent
Jane Leverson	Aye
Chancellor Brown	Aye
Cheryl Gorman	Aye
Becky Madeja	Absent

D. Approve Minutes from March 9 Board Meeting

Chancellor Brown made a motion to approve the minutes from Board Meeting on 03-09-26.
Jane Leverson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Becky Madeja	Absent
Jane Leverson	Aye
Cheryl Gorman	Aye
Chancellor Brown	Aye
Sophie Karagianes	Absent

E. Core Values and Board Meeting Protocol

F. Non-Agenda Public Comment

Guests:

- Rochelle Carroll - retired educator - worked in Chula Vista district for 38 years.
- Johnathan Mitchell - Business owner, developer and builder who is passionate about giving back

II. Agenda Items

A. Executive Director Report

Enrollment is maintaining at 487

Year to date ADA 95.67%

School is incentivizing attendance for students who display attendance concerns.

26-27 enrollment is strong - 2 open spots one in grade 6 and one in grade 7

Charter Renewal is progressing

26-27 staffing reviewed
- 96% teacher retention for next school year
- 70 total positions

Business and Finance updates

Calendar (Important Dates)Reviewed

B. Fiscal Update

Janine Lui from ExEd reviewed financial dashboard.

March financials reviewed.

- There has been an increase in revenue due to ADA and reduction in operating expenses.
- 170 days of cash on hand.

Balance sheets and check registered were reviewed.

C. 26-27 Draft Budget

Draft Budget for 26-27 was reviewed by Janine.

Enrollment, State and Federal Revenue, Salary Expenses, Operating Expenses, COLA and ending cash balance and Net Income were reviewed.

D. 26-27 LCAP Public Hearing

Mr. Elliot reviewed the LCAP, explaining what the LCAP is and the process that Elevate goes through.

Chronic Absenteeism is an area of focus in the LCAP.

Strengths and demonstrated growth in the area of attendance were reviewed. Looking at the multi- tiered approach.

Goals and metrics reviewed.

Governing Board Discussion Topics:
What is the school doing to support ethical AI use?
Look at academic data of students who are Chronically Absent.
Lunch program - options
Afterschool Programming

E. Approve 26-27 Declaration of Need

Jane Leverson made a motion to approve the Declaration of Need for 26/27 school year.
Chancellor Brown seconded the motion.
The board **VOTED** to approve the motion.

Roll Call	
Chancellor Brown	Aye
Becky Madeja	Absent
Cheryl Gorman	Aye
Sophie Karagianes	Absent
Jane Leverson	Aye

F. 25-26 Board Goal Updates

Board goals were reviewed.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:30 PM.

Respectfully Submitted,
Cheryl Gorman

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

Approve 26-27 Contracts

Section:	II. Consent Agenda
Item:	A. Approve 26-27 Contracts
Purpose:	Vote
Submitted by:	
Related Material:	Elevate School.7946.CharterSAFEProposal2627.05-29-2026(WC).pdf Elevate - ExED Notice of Terms Supplement 2026-27.pdf 2026-27 Contract Letter Apex-Elevate.pdf

7946
W
SafetyN
WC

CharterSAFE
BE SAFE • FEEL SAFE

2026-2027 Membership Renewal Proposal

Prepared for Named Member:

Elevate School

Coverage Effective:

July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

California Charter Schools Joint Powers Authority
P.O. Box 969, Weimar, CA 95736
Phone: 888.901.0004
www.chartersafe.org

Issued: May 29, 2026 at 1:31 pm

Dear Ryan,

CharterSAFE is pleased to present your membership renewal for the 2026-2027 year. Your membership includes the following:

For a more detailed listing of our member services, please contact your primary member servicer Egan Yu at eyu@chartersafe.org.

All of CharterSAFE's coverage placements are with insurance companies that have a financial rating with A.M. Best of A- (Excellent), financial size category VII ($50M policyholder surplus minimum) or higher or are placed with a California joint powers authority in good standing.

We look forward to working with you in the 2026 -2027 year!

Thank you,

The CharterSAFE Team

7946
W
SafetyN
WC

MEMBER CONTRIBUTION SUMMARY

Named Member:

Elevate School

Coverage Effective: July 01, 2026 at 12:01 AM - July 01, 2027 at 12:00 AM

Your CharterSAFE Insurance Program includes the following coverages:

Workers' Compensation & Employer's Liability Member Contribution	**$58,361.00**

Total Member Contribution	**$58,361.00**
Member can choose one of two payment options when accepting the proposal online	**Payment in Full** - Due Upon Signing - $58,361.00 **Installment Plan** ● Deposit (25%) - Due Upon Signing - $14,590.00 ● 9 Monthly Installments - $4,863.00

You are currently enrolled in the CharterSAFE ACH program. The required payment will be processed once a signed proposal is received, based upon the payment option that you have chosen. To make any changes to your enrollment in the CharterSAFE ACH program, or if you have any special payment requests, please email Pilar Archer at parcher@chartersafe.org.

Invoices shall become delinquent thirty (30) calendar days from installment due date. **CharterSAFE membership, including insurance coverage, is subject to cancellation for any invoice over sixty (60) days past due.**

Proposal Acceptance: Go to www.chartersafe.org and sign on to complete the Member Renewal acceptance.

1. Login to the CharterSAFE website at www.CharterSAFE.org using the Policyholder Account (the same one you used to complete the renewal application)
2. Hover over the Member Portal tab at the top of the page and click on "Member Contribution Form"
3. Checkmark one payment option and electronically sign the "Member Contribution Summary"
4. Payment is due upon signing of the proposal

By signing online, I, representing the Named Member in this proposal, acknowledge that I have read the complete proposal and agree to the terms outlined within.

DISCLOSURE: This proposal is an outline of the coverages proposed by California Charter Schools Joint Powers Authority (CCSJPA) based on the information provided by the Named Member. It does not include all of the terms, coverages, exclusions, limitation and conditions of the actual contracts. The policies themselves must be read for those details. Policy forms for your reference will be made available upon request to CCSJPA. As set forth in this document, CCSJPA DBA CharterSAFE shall be referred to as CharterSAFE.

EXPOSURES & LOCATIONS

Mailing Address

2285 Murray Ridge Road
San Diego, CA 92123

Member contributions are calculated based on the exposures provided in the renewal application. The below represents the total sum of all scheduled locations as well as a breakdown by location.

Annual Estimated Payroll	**$4,506,749.00**

Scheduled Locations and Breakdown of Exposures

Location ID: 14338
Elevate Elementary: 2285 Murray Ridge Road

San Diego, CA, 92123
Leased/Owned: **Leased**

Payroll: **1,823,200.00**

Location ID: 17384
Elevate Elementary: 5606 Antigua Blvd.

San Diego, CA, 92124
Leased/Owned: **Leased**

Payroll: **860,349.00**

Location ID: 21448
Elevate Middle Campus: 8404 Phyllis Place

San Diego, CA, 92123
Leased/Owned: **Leased**

Payroll: **1,823,200.00**

WORKERS' COMPENSATION & EMPLOYER'S LIABILITY

Coverages	Limits	Deductibles
Workers' Compensation	Statutory	$0
Employer's Liability	$5,000,000 per Accident $5,000,000 by Disease per Employee $5,000,000 by Disease Policy Limit	$0

Auditable:

The estimated payroll figure will be audited at the end of each coverage period. CharterSAFE will request copies of the 941 Federal Quarterly Reporting Forms on a quarterly basis to verify the payroll figure. If the estimated payroll figure has been overestimated, a refund will be issued. If the estimated payroll figure has been underestimated, an invoice for the additional amount due will be issued.

CharterSAFE
BE SAFE • FEEL SAFE

WHAT STRENGTHENS ONE SCHOOL STRENGTHENS US ALL

THANK YOU
FOR BEING A
CharterSAFE MEMBER

Protecting Schools. Promoting Safety. Customizing Insurance.

EXCELLENT EDUCATION DEVELOPMENT BUSINESS SERVICES AGREEMENT - NOTICE OF TERMS SUPPLEMENT

Reference is made to that certain Excellent Education Development Business Services Agreement between Elevate School, a California nonprofit public benefit corporation ("Client"), and Excellent Education Development ("ExED"), a California nonprofit public benefit corporation, dated the 1st day of July 2025 (the "Agreement"). Capitalized terms not defined herein shall have the meanings set forth in the Agreement.

Unless ExED receives a Notice of Non-Renewal within 60 days of the date hereof, the Agreement Term is hereby extended for a period of one year from July 1st of the year in which this Notice of Terms Supplement ("Notice") is delivered on the same terms and conditions as contained in the Agreement and as modified by any prior Notices, except as expressly set forth below.

1. **SERVICE FEES AND RELATED EXPENSES**.

a. ExED's fees and related charges are hereby amended, modified, and/or supplemented as follows:

(i) Effective July 1st of the current year, ExED's fees are hereby changed as follows:

(1) Basic Fees: The Client shall pay ExED a total of $12,034.61 per month (i.e., $144,415 per annum), plus the actual Payroll Provider fees ExED incurs each month, for the Basic Services. For clarification, the Basic Fees include CALPADS Reporting fees of $1,500.00 per month (i.e., $18,000 per annum). ExED will credit Client a total of $10,535 in July 2026.

(ii) Effective July 1st of the current year, ExED's other fees are increased as follows:

(1) School Finance and Accounting (if applicable)

a.	Budgets for new charter petitions	$3,850
b.	Rush checks (per check)	$41
c.	Facility financing work (per hour)	$154
d.	SpendBridge AI invoicing (per invoice)	$1.30

(2) Payroll Processing and Retirement Reporting (if applicable)

a.	Late payroll submission (per pay period)	$148
b.	Supplemental payroll (per check)	$58
c.	Prior pay period adjustment (per employee)	$350
d.	STRS or PERS audit corrections (per hour)	$154

(3) Data Management (if applicable)

a.	Mid-year orientation workshops (per workshop)		$225
b.	The Client transitions to a new SIS – 1 School		
	i.	Transition to Aeries or PowerSchool	$3,550
	ii.	Transition to Another SIS	$5,900
c.	The Client transitions to a new SIS – 2+ Schools		
	i.	Transition to Aeries or PowerSchool	$7,100
	ii.	Transition to Another SIS	$11,800

(4) The Supplemental Fee Schedule (per hour)

a.	VP or Director	$154
b.	Manager	$88
c.	Other Staff	$58

1. **AGREEMENT IN FULL FORCE IN EFFECT; NOTICE OF NON-RENEWAL REQUIRED TO TERMINATE.**

   a. The Agreement remains in full force and effect, on its original terms and conditions, except as may be modified by this (and any prior) Notices. The Agreement, together with this Notice (and any prior Notices), shall be taken together and construed as the complete agreement of the parties. If Client does not wish to extend the Term of the Agreement as described in this Notice, Client is required by the terms of the Agreement to deliver a Notice of Non-Renewal to ExED no later than 60 days from the date of this Notice.

We thank you for our long-standing partnership,

ExED:

By: Tait G. Anderson Dated: April 30, 2026

Name: Tait G. Anderson

Title: CFO/COO

APEX THERAPIES, INC.
4203 Genesee Ave
Suite 103-289
San Diego, CA, 92117

SERVICE AGREEMENT

This SERVICES AGREEMENT ("Agreement"), effective as of July 1, 2026 ("Effective Date"), is by and between ELEVATE CHARTER SCHOOL, whose address is 2285 Murray Ridge Rd, San Diego, CA 92123 (the "District"), and APEX THERAPIES, INC., a California professional corporation, whose address is 4203 Genesee Ave, Suite 103-289, San Diego, CA 92117 ("Provider"). District and Provider are hereinafter referred to individually as "Party" and collectively as "Parties".

WHEREAS, the District is in need of qualified professionals to provide occupational therapy, speech language therapy, psychological and other therapeutic services to students enrolled in the District.

WHEREAS, Provider employs occupational therapists, speech language therapists, psychologists and other therapists, who have the necessary licenses and/or certificates, qualifications, education and experience to provide the services required by the District.

WHEREAS, District desires to retain Provider, and Provider agrees, to provide such services in accordance with the terms and conditions of this Agreement.

NOW, THEREFORE, in consideration of the mutual covenants and promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, and intending to be legally bound, the Parties agree as follows:

1. SERVICES TO BE PROVIDED. Provider shall provide the special education and/or related special needs services as indicated in Schedule A, attached hereto and incorporated herein by this reference, including but not limited to, providing students enrolled in the District with special education needs direct services and treatment, performing necessary student assessments, preparing progress reporting and documentation, attending IEP meetings as necessary, and consulting with director, principals, staff, and parents as required to meet District and IDEA requirements (collectively, the "Services").

2. COMPENSATION; PAYMENT TERMS. As full consideration for the Services, the District shall pay Provider the fees set forth in Schedule A. Unless expressly agreed by the Parties, all expenses incurred in the performance of the Services shall be paid by Provider. Provider will submit timesheets and invoices to District on or before the tenth (10^{th}) day of each month for Services provided in the preceding month. District shall pay the amount set forth in the invoice within thirty (30) days of receipt. If District disputes any entries in the timesheet and/or invoice, District shall notify Provider of such dispute within fifteen (15) days of receipt of such timesheet and invoice and pay in full the undisputed portion. The Parties agree to negotiate in good faith the resolution of all such disputes in a timely manner. Failure to notify Provider within such time shall constitute a waiver by District of any objection thereto. Provider may charge interest of twelve percent (12%) per annum (or the maximum charge permitted by law, if less) to all outstanding past due amounts.

APEX THERAPIES, INC.
4203 Genesee Ave
Suite 103-289
San Diego, CA, 92117

3. DISTRICT'S RESPONSIBILITIES. District shall be responsible for providing the following to Provider: an appropriate workspace, instructional materials (i.e., prior assessments, specific instructional programs or materials), and any necessary student information required to perform the Services.

4. **COMPLIANCE WITH APPLICABLE LAW.** During the Term of this Agreement, the District and Provider shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules and regulations relating to the Services, including but not limited to confidentiality requirements pertaining to private personal information of either Parties' personnel, protected health information protected by the Health Insurance Portability and Accountability Act of 1996, 42 U.S.C.A. Sections 1320d-1320d-7, 45 C.F.R., Parts 142 and 160 through 164, as amended ("HIPAA"), and students' private educational records protected by the Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g; 34 CFR Part 99 ("FERPA"). Provider and the District shall not discriminate on the basis of race, religion, sex, national origin, age, sexual orientation, or disability in employment or operation of its programs.

5. INSURANCE. During the Term of this Agreement, Provider shall maintain general and professional liability coverage of not less than $1,000,000 per claim and $3,000,000 in the aggregate, and workers' compensation coverage in the amounts mandated by law in the state in which the Services are performed and such other insurance coverage as Provider shall determine in its sole discretion.

6. TERM; TERMINATION.

a. Term. This Agreement shall commence on the Effective Date and shall continue in full force and effect until terminated in accordance with this Section ("**Term**"). Those provisions which expressly extend beyond the termination or expiration of this Agreement will survive any termination or expiration of this Agreement.

b. Termination. Either Party may terminate this Agreement at any time with or without cause by giving the other Party thirty (30) days prior written notice.

7. RELATIONSHIP OF THE PARTIES. The Parties acknowledge and agree that the relationship of the Parties is that of independent contractors. Nothing in this Agreement, and no course of dealing between the Parties, shall be construed to create or imply an employment or agency relationship or a partnership or joint venture relationship between the Parties or between one Party and the other Party's employees or agents. Each of the Parties is an independent contractor and neither Party has the authority to bind or contract any obligation in the name of or on account of the other Party or to incur any liability on behalf of the other Party.

8. MISCELLANEOUS.

a. Entire Agreement; Modification. This Agreement, and any schedules attached hereto, is the entire Agreement between the Parties with respect to the subject matter hereof and supersedes any

APEX THERAPIES, INC.
4203 Genesee Ave
Suite 103-289
San Diego, CA, 92117

prior agreement or communications between the Parties, whether written, oral, electronic or otherwise. No change, modification, amendment, or addition of or to this agreement or any part thereof shall be valid unless in writing and signed by authorized representatives of the Parties; provided that a rate increase as set forth in Schedule A shall not require an amendment signed by both Parties.

b. **Notices.** All notices, demands, requests or other communications required under this Agreement ("Notices") shall be in writing and shall be deemed effective when received and made in writing by either (i) hand delivery, (ii) registered mail, (iii) certified mail, return receipt requested, or (iv) overnight delivery by a nationally recognized courier, addressed to the Party to be notified at the address indicated in the introductory paragraph or to such other address as such Party shall specify by notice hereunder.

c. **Assignment.** Neither Party may assign, in whole or in part, this Agreement nor any of the rights or obligations of such Party hereunder without the prior written consent of the other Party.

d. **Severability.** If any provision or portion of this Agreement shall be rendered by applicable law or held by a court of competent jurisdiction to be illegal, invalid, or unenforceable, the remaining provisions or portions shall remain in full force and effect.

e. **Waiver.** Except as expressly provided herein, no waiver of any term or right in this Agreement shall be effective unless in writing, signed by an authorized representative of the waiving Party. The failure of either Party to enforce any provision of this Agreement shall not be construed as a waiver or modification of such provision, or impairment of its right to enforce such provision or any other provision of this Agreement thereafter.

f. **Force Majeure.** Neither Party shall be liable hereunder for any failure or delay in the performance of its obligations under this Agreement, except for the payment of money, if such failure or delay is on account of causes beyond its reasonable control, including civil commotion, war, fires, floods, accident, earthquakes, inclement weather, telecommunications line failures, electrical outages, network failures, governmental regulations or controls, casualty, strikes or labor disputes, terrorism, acts of God, pandemics, disease or other similar or different occurrences beyond the reasonable control of the Party so defaulting or delaying in the performance of this Agreement, for so long as such force majeure event is in effect. Each Party shall use reasonable efforts to notify the other Party of the occurrence of such an event within five (5) business days of its occurrence.

g. **Governing Law and Venue.** This Agreement will be governed by and interpreted in accordance with the laws of the State of California, without giving effect to the principles of conflicts of law of such state. The Parties hereby agree that any action arising out of this agreement will be brought solely in any state or federal court located in the County of San Diego, California. Both Parties hereby submit to the exclusive jurisdiction and venue of any such court.

h. **Attorney's Fees.** If either Party incurs any legal fees associated with the enforcement of this Agreement or any rights under this Agreement, the prevailing Party shall be entitled to recover its reasonable attorney's fees and legal costs from the other Party.

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Suite 103-289
San Diego, CA, 92117

i. Headings; Construction. The headings/captions appearing in this Agreement have been inserted for the purposes of convenience and ready reference, and do not purport to and shall not be deemed to define, limit or extend the scope or intent of the provisions to which they appertain. This Agreement is the result of negotiations between the Parties and their counsel. Accordingly, this Agreement shall not be construed more strongly against either Party, regardless of which Party is more responsible for its preparation, and any ambiguity that might exist herein shall not be construed against the drafting Party.

j. Survival. Each term and provision of this Agreement that should by its context survive any termination of this Agreement, shall so survive regardless of the cause and even if resulting from the material breach of either Party to this Agreement.

k. Counterparts. This Agreement may be executed in one or more counterparts, each of which will be deemed to be an original, but all of which together will constitute one and the same instrument, without necessity of production of the others. An executed signature page delivered via facsimile transmission or electronic signature shall be deemed as effective as an original executed signature page.

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the Effective Date.

DISTRICT:

__ELEVATE CHARTER SCHOOL___________

By: ______________________________
Name: Ryan Elliott
Title: Executive Director

PROVIDER:

APEX THERAPIES, INC.,
a California professional corporation

Kara Trudgeon
____
Kara Trudgeon, LEP #4319, Director

APEX THERAPIES, INC.
4203 Genesee Ave
Suite 103-289
San Diego, CA, 92117

SCHEDULE A

The Services shall be billed in accordance with the fee schedule set forth below.

Service	Fee
Occupational Therapy (OT)	**$89/per hour**
Certified OT Assistant (COTA)	**$66.50/per hour**
Speech and Language Therapy (SLP)	**$89/per hour**
Psychological Services	**$90/per hour**
Education Specialist Services (Credentialed Mild/Moderate Teacher)	**$90/per hour**

For purposes of this Agreement, the hourly fees set forth above are for a maximum of eight (8) hours per day and/or forty (40) hours per week.

The hourly rates set forth in this Schedule A are fixed until the first anniversary of the Effective Date, and thereafter are subject to increase by Provider upon sixty (60) days prior written notice to the District.

Provider's Initials KT __________ District Initials ______________

Coversheet

Financial Update

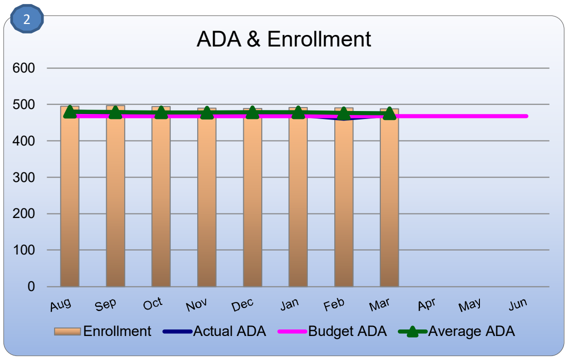
Section:	III. Agenda Items
Item:	B. Financial Update
Purpose:	FYI
Submitted by:	
Related Material:	Elevate April 2026 Financials.pdf

ELEVATE SCHOOL - Financial Dashboard (April 2026)

1 Key Performance Indicators

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

2



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 8	Actual P2	Budget P2	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25
Enrollment	488	**488**	485	3	488	0	478
Attendance %	95.9%	**95.9%**	96.5%	-0.6%	95.9%	0.0%	95.7%
Avg Daily Attendance (ADA)	475.63	**475.63**	468.03	7.60	475.63	0.00	454.09

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Income Statement	Actual through 04/30/26	Forecast as of 04/30/26	FY 25-26 Budget	Budget Variance B/(W)	Prior Month Forecast	Prior Mo Variance B/(W)	FY 24-25
Local Control Funding Formula	4,421,425	**5,666,748**	5,565,156	101,592	5,666,748	0	5,258,458
Federal Revenue	804,136	**891,916**	915,878	(23,961)	849,763	42,153	938,873
State Revenue	1,486,425	**1,112,075**	944,370	167,705	1,146,850	(34,776)	867,043
Other Local Revenue	409,999	**533,856**	504,771	29,085	525,364	8,492	1,369,702
Grants/Fundraising	105,640	**144,259**	151,759	(7,500)	144,259	0	139,290
TOTAL REVENUE	7,227,625	**8,348,854**	8,081,934	266,921	8,332,984	15,870	8,573,367
Total per ADA		**17,553**	17,268	285	17,520	33	18,880
w/o Grants/Fundraising		**17,250**	16,944	306	17,217	33	18,574
Certificated Salaries	2,978,542	**3,452,778**	3,306,851	(145,926)	3,449,297	(3,481)	3,275,735
Classified Salaries	975,689	**1,203,829**	1,122,501	(81,328)	1,220,822	16,993	1,151,319
Benefits	1,166,139	**1,325,743**	1,315,631	(10,113)	1,328,670	2,926	1,246,984
Student Supplies	351,722	**471,085**	496,190	25,105	489,085	18,000	508,159
Operating Expenses	1,266,897	**1,709,526**	1,719,485	9,959	1,703,500	(6,026)	1,669,930
Other	35,937	**45,082**	30,375	(14,707)	44,394	(688)	28,413
TOTAL EXPENSES	6,774,926	**8,208,043**	7,991,033	(217,010)	8,235,768	27,725	7,880,539
Total per ADA		**17,257**	17,074	(183)	17,315	(58)	17,355
NET INCOME / (LOSS)	452,699	**140,811**	90,900	49,911	97,216	43,595	692,827
OPERATING INCOME	488,636	**184,004**	121,276	62,728	141,610	42,394	721,240

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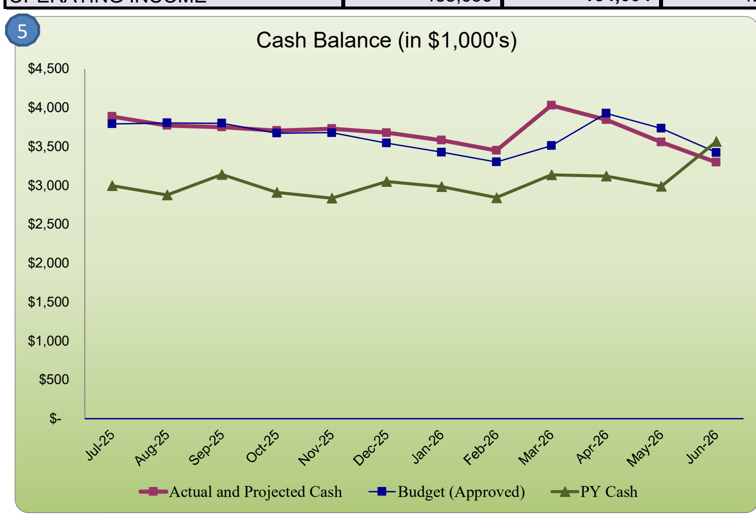

Year-End Cash Balance		
Projected	Budget	Variance
3,298,094	3,422,597	(124,504)

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Balance Sheet	6/30/2025	3/31/2026	4/30/2026	6/30/2026
Assets				
Cash, Operating	3,565,591	4,029,947	3,844,337	**3,298,094**
Cash, Restricted	0	0	0	**0**
Accounts Receivable	623,129	8,672	8,672	**735,198**
Due From Others	640	2,134	640	**640**
Deposits/Prepaids	120,889	99,384	99,384	**176,659**
Net Fixed Assets	67,656	99,794	95,221	**86,076**
Lease Assets	0	(398,548)	(443,838)	**(535,033)**
Other Assets	543,530	543,530	543,530	**543,530**
Total Assets	4,921,434	4,384,912	4,147,946	**4,305,164**
Liabilities				
A/P & Payroll	77,887	126,079	179,266	**233,467**
Due to Others	171,474	114,468	114,468	**625,643**
Deferred Revenue	776,112	0	0	**0**
Lease Liabilities	0	(447,223)	(494,448)	**(590,718)**
Other Liabilities	546,543	546,543	546,543	**546,543**
Total Debt	0	0	0	**0**
Total Liabilities	1,572,017	339,869	345,830	**814,935**
Equity				
Beginning Fund Bal.	2,656,591	3,349,418	3,349,418	**3,349,418**
Net Income/(Loss)	692,827	695,625	452,699	**140,811**
Total Equity	3,349,418	4,045,043	3,802,117	**3,490,229**
Total Liabilities & Equity	4,921,435	4,384,912	4,147,946	**4,305,165**

Days Cash on Hand	166	180	172	**147**
Cash Reserve %	45.4%	49.2%	47.1%	**40.4%**

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Elevate School
Balance Sheet
As of April 30, 2026

Financial Row	Amount
Assets	
Current Assets	
Cash	**$3,844,336**
Accounts Receivable	**$8,674**
Due From Others	**$640**
Deposits	**$42,000**
Prepaid Expenses	**$57,383**
Total Current Assets	**$3,953,033**
Long Term Assets	
Fixed Assets	**$95,220**
Right of Use Assets	**$99,692**
Total Long Term Assets	**$194,911**
Total Assets	**$4,147,945**
Liabilities & Equity	
Liabilities	
Current Liabilities	
Accounts Payable	**$72,955**
Payroll Liabilities	**$106,310**
Due to Others	**$81,544**
Current Leases Payable	**$49,231**
Total Current Liabilities	**$310,040**
Long Term Liabilities	
Compensated Absences Payable	**$27,291**
Long Term Lease Liabilities	**$8,497**
Total Long Term Liabilities	**$35,788**
Total Liabilities	**$345,828**
Equity	
Unrestricted Fund Balance	
Beginning Fund Balance	**$3,349,418**
Net Income	**452,699**
Less Restricted Funds	**$0**
Total Unrestricted Fund Balance	**$3,802,117**
Total Equity	**$3,802,117**
Total Liabilities & Equity	**$4,147,945**

Elevate School
Income Statement
For the 10 Months Ending April 30, 2026

	Current Month Actual	Current Month Budget	Current Month Variance	YTD Actual	YTD Budget	YTD Variance
Income						
LCFF Revenues						
8011 - Local Control Funding Formula	76,601	84,865	(8,264)	674,538	740,091	(65,553)
8012 - Education Protection Account	0	24,796	(24,796)	71,514	70,205	1,310
8019 - Local Control Funding Formula - Prior Year	2,521	0	2,521	7,563	0	7,563
8096 - In Lieu of Property Taxes	360,850	332,455	28,395	3,680,414	3,564,364	116,050
8098 - In Lieu of Property Taxes - Prior Year	0	0	0	(12,604)	0	(12,604)
Total LCFF Revenues	**$439,972**	**$442,115**	**($2,143)**	**$4,421,425**	**$4,374,660**	**$46,765**
Federal Revenues						
8181 - Special Education - Federal (IDEA)	0	4,450	(4,450)	0	50,222	(50,222)
8221 - Child Nutrition - Federal	0	16,418	(16,418)	49,976	76,906	(26,930)
8291 - Title I	23,254	16,856	6,399	73,326	33,711	39,615
8292 - Title II	0	2,865	(2,865)	12,883	5,731	7,153
8295 - Title IV, SSAE	2,500	2,500	0	5,000	5,000	0
8299 - All Other Federal Revenue	0	457,500	(457,500)	662,951	457,500	205,451
Total Federal Revenues	**$25,754**	**$500,589**	**($474,835)**	**$804,136**	**$629,069**	**$175,066**
Other State Revenues						
8520 - Child Nutrition - State	0	4,431	(4,431)	109,356	20,758	88,598
8550 - Mandate Block Grant	0	0	0	9,323	9,319	4
8561 - State Lottery - Non Prop 20	0	23,342	(23,342)	63,613	46,684	16,929
8562 - State Lottery - Prop 20	0	0	0	13,269	0	13,269
8592 - State Mental Health	3,848	3,409	439	32,750	31,056	1,694
8595 - Expanded Learning Opportunity Program	26,369	28,876	(2,507)	421,591	263,092	158,499
8596 - Prop 28 Arts & Music	6,972	6,265	707	115,883	57,084	58,799
8599 - State Revenue - Other	0	83,171	(83,171)	720,640	299,415	421,226
Total Other State Revenues	**$37,189**	**$149,494**	**($112,305)**	**$1,486,425**	**$727,408**	**$759,018**
Local Revenues						
8660 - Interest & Dividend Income	14,645	10,000	4,645	84,804	77,817	6,987
8662 - Net Increase (Decrease) in Fair Value of Investments	1,030	0	1,030	10,758	0	10,758
8699 - All Other Local Revenue	0	0	0	237	0	237
8792 - Transfers of Apportionments - Special Education	0	30,593	(30,593)	312,548	327,994	(15,446)
Total Local Revenues	**$15,675**	**$40,593**	**($24,917)**	**$408,346**	**$405,810**	**$2,536**
Grants & Fundraising						
8692 - Grants	0	0	0	101,850	145,000	(43,150)
8695 - Contributions & Events	0	0	0	3,790	0	3,790
8696 - Other Fundraising	0	2,282	(2,282)	0	5,077	(5,077)
Total Grants & Fundraising	**$0**	**$2,282**	**($2,282)**	**$105,640**	**$150,077**	**($44,437)**
Other Prior Year Adjustments						
8999 - Other Prior Year Adjustment	0	0	0	1,653	0	1,653
Total Other Prior Year Adjustments	**$0**	**$0**	**$0**	**$1,653**	**$0**	**$1,653**
Gross Income	**$518,590**	**$1,135,073**	**($616,483)**	**$7,227,625**	**$6,287,024**	**$940,600**
Expenses						
Certificated Salaries						
1110 - Teachers' Salaries	229,188	229,697	(509)	2,020,062	1,837,579	182,483
1170 - Teachers' Salaries - Substitute	18,332	7,757	10,575	120,296	62,058	58,238
1175 - Teachers' Salaries - Stipend/Extra Duty	0	2,000	(2,000)	0	16,000	(16,000)
1213 - Certificated Pupil Support - Guidance & Counseling	14,198	14,621	(423)	127,781	116,969	10,812
1215 - Certificated Pupil Support - Psychologist	5,505	2,392	3,113	63,487	21,530	41,957
1299 - Certificated Pupil Support - Other	447	0	447	6,654	0	6,654
1300 - Certificated Supervisors' & Administrators' Salaries	65,892	58,027	7,865	639,508	542,372	97,135
1900 - Other Certificated Salaries	0	7,396	(7,396)	754	66,562	(65,808)
Total Certificated Salaries	**$333,562**	**$321,891**	**$11,671**	**$2,978,542**	**$2,663,070**	**$315,472**
Classified Salaries						
2111 - Instructional Aide & Other Salaries	59,724	54,431	5,294	557,187	435,446	121,742
2131 - Classified Teacher Salaries	1,147	941	205	11,498	7,530	3,968
2200 - Classified Support Salaries	8,013	9,465	(1,451)	76,257	80,450	(4,192)
2300 - Classified Supervisors' & Administrators' Salaries	4,532	2,967	1,566	42,879	29,669	13,210
2400 - Classified Office Staff Salaries	27,690	34,305	(6,615)	265,601	337,525	(71,924)
2900 - Other Classified Salaries	294	2,766	(2,472)	22,266	22,131	135
Total Classified Salaries	**$101,401**	**$104,875**	**($3,474)**	**$975,689**	**$912,751**	**$62,938**

Elevate School
Income Statement
For the 10 Months Ending April 30, 2026

	Current Month Actual	Current Month Budget	Current Month Variance	YTD Actual	YTD Budget	YTD Variance
Employee Benefits						
3111 - STRS - State Teachers Retirement System	62,822	61,481	1,340	547,951	508,646	39,304
3311 - OASDI - Social Security	6,320	6,502	(182)	60,009	56,591	3,418
3331 - MED - Medicare	6,215	6,188	27	56,521	51,849	4,671
3401 - H&W - Health & Welfare	44,626	39,007	5,619	440,501	390,068	50,433
3501 - SUI - State Unemployment Insurance	214	213	1	1,949	1,788	161
3601 - Workers' Compensation Insurance	4,638	5,256	(618)	53,097	63,068	(9,971)
3901 - Other Retirement Benefits	389	1,573	(1,184)	4,001	13,691	(9,690)
3902 - Other Benefits	0	0	0	2,111	0	2,111
Total Employee Benefits	**$125,223**	**$120,220**	**$5,003**	**$1,166,139**	**$1,085,701**	**$80,438**
Supplies						
4111 - Core Curricula Materials	3,069	0	3,069	40,984	56,436	(15,452)
4211 - Books & Other Reference Materials	484	0	484	6,993	15,712	(8,719)
4311 - Student Materials	3,829	4,504	(675)	43,190	45,038	(1,848)
4351 - Office Supplies	1,514	2,618	(1,104)	20,523	26,178	(5,655)
4371 - Custodial Supplies	726	1,568	(842)	11,617	15,682	(4,065)
4391 - Food (Non Nutrition Program)	1,872	1,694	178	16,334	16,939	(605)
4392 - Uniforms	370	1,352	(982)	4,460	13,523	(9,064)
4393 - PE & Sports Equipment	53	512	(459)	5,830	5,116	714
4395 - Before & After School Program Supplies	0	107	(107)	0	1,073	(1,073)
4399 - All Other Supplies	992	0	992	7,542	15,366	(7,824)
4411 - Non Capitalized Equipment	1,217	0	1,217	13,720	44,119	(30,399)
4711 - Nutrition Program Food & Supplies	23,607	11,077	12,530	180,530	95,736	84,794
Total Supplies	**$37,732**	**$23,432**	**$14,301**	**$351,722**	**$350,917**	**$806**
Operating Expenses						
5211 - Travel & Conferences	900	944	(44)	8,955	9,444	(489)
5311 - Dues & Memberships	0	2,105	(2,105)	25,359	21,050	4,309
5451 - General Insurance	0	3,541	(3,541)	48,488	42,496	5,992
5511 - Utilities	0	1,446	(1,446)	8,371	14,458	(6,087)
5521 - Security Services	0	18	(18)	0	182	(182)
5531 - Housekeeping Services	1,162	4,732	(3,570)	39,152	47,317	(8,165)
5599 - Other Facility Operations & Utilities	1,389	1,329	61	5,080	13,286	(8,206)
5619 - Other Facility Rentals	45,190	45,630	(441)	452,511	456,305	(3,794)
5621 - Equipment Lease	7,953	2,221	5,732	41,955	22,213	19,743
5631 - Vendor Repairs	0	409	(409)	1,164	4,088	(2,923)
5812 - Field Trips & Pupil Transportation	3,093	4,263	(1,170)	33,120	42,634	(9,514)
5821 - Legal	1,156	1,000	156	3,981	10,000	(6,020)
5823 - Audit	5,258	833	4,425	19,546	8,333	11,212
5831 - Advertisement & Recruitment	0	1,102	(1,102)	225	11,016	(10,791)
5841 - Contracted Substitute Teachers	0	527	(527)	1,510	5,269	(3,759)
5842 - Special Education Services	14,455	17,395	(2,940)	124,067	173,949	(49,882)
5843 - Non Public School	0	1,368	(1,368)	0	13,678	(13,678)
5844 - After School Services	38,027	12,491	25,536	68,445	124,911	(56,466)
5849 - Other Student Instructional Services	0	3,456	(3,456)	36,300	34,560	1,740
5852 - PD Consultants & Tuition	0	3,412	(3,412)	12,115	34,123	(22,008)
5854 - Nursing & Medical (Non-IEP)	0	59	(59)	0	586	(586)
5859 - All Other Consultants & Services	27,910	19,233	8,677	187,547	192,329	(4,782)
5861 - Non Instructional Software	468	4,281	(3,813)	49,029	42,809	6,219
5865 - Fundraising Cost	0	198	(198)	2,453	1,976	477
5871 - District Oversight Fees	7,433	4,638	2,796	37,166	46,376	(9,211)
5872 - Special Education Fees (SELPA)	0	1,216	(1,216)	12,010	11,528	482
5899 - All Other Expenses	1,093	671	423	7,805	6,705	1,100
5911 - Office Phone	1,455	1,463	(8)	17,484	14,631	2,852
5921 - Internet	2,058	3,167	(1,109)	22,272	31,667	(9,395)
5923 - Website Hosting	0	6	(6)	74	64	10
5931 - Postage & Shipping	12	114	(101)	606	1,139	(533)
5999 - Other Communications	12	23	(11)	108	234	(126)
Total Operating Expenses	**$159,025**	**$143,290**	**$15,735**	**$1,266,897**	**$1,439,354**	**($172,457)**
Capital Outlay						
6901 - Depreciation Expense	4,573	2,526	2,047	35,937	25,363	10,575

Elevate School
Income Statement
For the 10 Months Ending April 30, 2026

	Current Month Actual	Current Month Budget	Current Month Variance	YTD Actual	YTD Budget	YTD Variance
Total Capital Outlay	**$4,573**	**$2,526**	**$2,047**	**$35,937**	**$25,363**	**$10,575**
Total Expenses	**$761,517**	**$716,235**	**$45,282**	**$6,774,926**	**$6,477,155**	**$297,771**
Net Income	**($242,927)**	**$418,838**	**($661,765)**	**$452,699**	**($190,131)**	**$642,829**

Elevate School
Check Register
For the Month Ending April 30, 2026

Check #	Vendor Name	Date	Description	Amount
2604020-1019M	HEALTH NET OF CALIFORNIA, INC	4/2/2026	04/26 - HEALTH PREMIUM	19,552.39
P089019	AMAZON CAPITAL SERVICES	4/2/2026	TABLECLOTHES, BALLOONS	66.71
2604030-1019M	CHARTERSAFE	4/3/2026	04/26 - WORKERS' COMPENSATION	4,638.00
A030675	ODP BUSINESS SOLUTIONS LLC	4/3/2026	COPY PAPER, TAPE, CUPS	186.06
P089085	AMAZON CAPITAL SERVICES	4/3/2026	GRANOLA BITES CHOCOLATE CHIP	178.80
A030778	JEREMIAH GIRARD	4/9/2026	03/07/26-03/30/26 - MAINTENANCE & CUSTODIAL SERVICES	602.00
A030779	ODP BUSINESS SOLUTIONS LLC	4/9/2026	OFFICE MATERIALS	558.25
A030780	SPECIALIZED THERAPY SERVICES, INC	4/9/2026	02/26 - APE, AUDIOLOGY, DEAF & HARD OF HEARING, NURSING	3,015.00
A030781	DENISE FINNEY	4/9/2026	03/26 - EDUCATIONAL CONSULTATION	3,000.00
E027525	CINTAS	4/9/2026	AUTOSOAP, MICROFIBER WIPES, HAND SANITIZER	262.64
E027526	IDENTITY THEFT GUARD SOLUTIONS, INC	4/9/2026	03/26 - IDENTITY THEFT PROTECTION	264.20
P089358	SUMNER PHOTOGRAPHY AND PUBLISHING, INC	4/9/2026	PANORAMIC PHOTOGRAPHY	1,260.68
P089359	SCOOT EDUCATION INC	4/9/2026	10/28/25 - SUBSTITUTE TEACHER FOR SM	604.00
P089360	JAN-PRO OF SAN DIEGO	4/9/2026	04/26 - JANITORIAL SERVICES FOR TS	1,827.00
P089361	AMAZON CAPITAL SERVICES	4/9/2026	JUNGLE SAFARI ANIMAL PARTY FAVORS	220.76
1551M	TONY LAW	4/14/2026	03/03/26-03/25/26 - CUSTODIAL SERVICES	378.00
2604170-1019M	MUTUAL OF OMAHA INSURANCE COMPANY	4/17/2026	05/26 - HEALTH PREMIUM	1,148.55
2604171-1019M	ASSURITY LIFE INSURANCE COMPANY	4/17/2026	04/26 - HEALTH PREMIUM	2,449.67
A031039	ODP BUSINESS SOLUTIONS LLC	4/17/2026	OFFICE SUPPLIES, CUPS	499.71
A031040	TOP NOTCH CATERING	4/17/2026	03/26 - MEALS	176.44
A031041	DBA CITY VIEW CHURCH	4/17/2026	05/26 - OFFICE SPACE & MS CAMPUS RENTAL	23,700.00
A031042	BRENDA BEYER	4/17/2026	MILEAGE, ALDIS, AMAZON, TOWARDS CALM	118.76
A031043	WAXIE'S SANITARY SUPPLY	4/17/2026	TOILET PAPER	190.55
A031044	YOUNG, MINNEY & CORR, LLP	4/17/2026	04/26 - LEGAL SERVICES	1,156.00
E027733	WESS TRANSPORTATION SERVICES, INC.	4/17/2026	03/11/26 - 8TH GRADE FIELDTRIP - LIVING COAST DISCOVERY	3,479.96
P089992	JEFFREY JAMES THIEL	4/17/2026	03/26 - INSTRUCTIONAL CONSULTATION SERVICES	750.00
P089993	AZTEC LEASING, INC	4/17/2026	03/27/26-04/26/26 - COPIER LEASE	1,027.78
P089994	AMAZON CAPITAL SERVICES	4/17/2026	STUDENT MATERIALS	729.17
P089995	ZOVARGO LLC	4/17/2026	06/18/26 - ZOO ANIMAL ASSEMBLY	600.00
P089996	FAITH COMMUNITY CHURCH	4/17/2026	05/26 - RENT	25,737.23
P089997	US BANK EQUIPMENT FINANCE	4/17/2026	04/01/26-05/01/26 - COPIER LEASE	368.70
P089998	SHARP ELECTRONICS CORPORATION	4/17/2026	02/26/26-03/26/26 - COPIER LEASE SM CAMPUS	1,366.16
2604210-1019M	CHOICE BUILDER ADMINISTRATORS	4/21/2026	05/26 - HEALTH PREMIUM	3,979.62
A031177	ODP BUSINESS SOLUTIONS LLC	4/24/2026	BATTERIES, OFFICE SUPPLIES	337.19
A031178	TOP NOTCH CATERING	4/24/2026	03/26 - MEALS	23,430.22
A031179	EXED	4/24/2026	03/26 - BUSINESS SERVICES, CALPADS	11,702.77
P090380	ROCKWELL PRINTING INC	4/24/2026	MIDDLE SCHOOL & UPPER ELEMENTARY PREVENTION PLUS WORKBOOKS	762.68
P090381	MY APLUS UNIFORMS DBA THE UNIFORM STORE	4/24/2026	6TH GRADE CREWNECK SWEATSHIRTS	370.26
P090382	SHARP ELECTRONICS CORPORATION	4/24/2026	12/29/25-03/21/26 - COPIER LEASE EMS CAMPUS	3,721.30
P090383	APEX THERAPIES, INC	4/24/2026	04/26 - OCCUPATIONAL THERAPY SERVICES	11,832.00
P090384	AMAZON CAPITAL SERVICES	4/24/2026	BOOKS, PARTY SUPPLIES	1,315.84
EFT04/28/26-1019M	BUSINESS CARD	4/28/2026	03/07/26-04/06/26 - CREDIT CARD PURCHASES	8,061.19
2604290-1019M	KAISER FOUNDATION HEALTH PLAN INC	4/29/2026	05/26 - HEALTH PREMIUM	20,875.81
Total				**186,502.05**

Elevate School
Credit Card Register
For the Month Ending April 30, 2026

Credit Card Vendor	Statement Number	Charge Description	Amount
BUSINESS CARD	STD04/06/26-1333	ADOBE - PDF SOFTWARE SUBSCRIPTION	263.89
BUSINESS CARD	STD04/06/26-1333	AT&T MOBILITY - 02/06/26-04/05/26 - INTERNET AIR FOR BUSINESS	117.48
BUSINESS CARD	STD04/06/26-1333	AT&T MOBILITY - INTERNET AIR FOR BUSINESS	593.18
BUSINESS CARD	STD04/06/26-1333	CA BURRITOS - EMS CAREER DAY BREAKFAST ITEMS FOR VOLUNTEERS	154.74
BUSINESS CARD	STD04/06/26-1333	CA CHARTER SCHOOL - REGISTRATION FOR OPERATIONS MANAGER & EXECUTIVE DIRECTOR	900.00
BUSINESS CARD	STD04/06/26-1333	CCSI MYFAX - FAX SERVICES FOR ALL 3 CAMPUSES	12.00
BUSINESS CARD	STD04/06/26-1333	COSTCO - ICE CREAM BARS FOR ALL STAFF	97.42
BUSINESS CARD	STD04/06/26-1333	COSTCO - LEADERSHIP MEETING	113.96
BUSINESS CARD	STD04/06/26-1333	COSTCO - SPRING SOCIAL	116.55
BUSINESS CARD	STD04/06/26-1333	CVS - LCAP SURVEY FLYERS	67.85
BUSINESS CARD	STD04/06/26-1333	DOLLAR TREE, INC - TRIFOLDS FOR 5TH GRADE PBL	96.98
BUSINESS CARD	STD04/06/26-1333	GOODYS DONUTS - EMS CAREER DAY BREAKFAST ITEMS FOR VOLUNTEERS	30.54
BUSINESS CARD	STD04/06/26-1333	LIVING COAST DISC CTR - 3 LIVING LAB-CLASS FEE	1,074.00
BUSINESS CARD	STD04/06/26-1333	LUNA GRILL - LEADERSHIP MEETING	158.53
BUSINESS CARD	STD04/06/26-1333	MSFT - OFFICE 365 SUBSCRIPTION	87.75
BUSINESS CARD	STD04/06/26-1333	OFFICE WONDERLAND - (1) PROJECTOR	567.45
BUSINESS CARD	STD04/06/26-1333	QUENCH USA - WATER SERVICES FOR SM AND TS CAMPUS	165.99
BUSINESS CARD	STD04/06/26-1333	RAPTOR TECH - RAPTOR VISITORS BADGES 4 ROLLS	116.98
BUSINESS CARD	STD04/06/26-1333	RBT URBANE CAFÉ - CREDIT: REBATES	(8.07)
BUSINESS CARD	STD04/06/26-1333	SAMS CLUB - DRIVER TIP	1.80
BUSINESS CARD	STD04/06/26-1333	SAMS CLUB - EMS CAREER DAY BREAKFAST ITEMS FOR VOLUNTEERS	37.47
BUSINESS CARD	STD04/06/26-1333	SAMS CLUB - EXEMPLAR TREATS FOR SM	43.66
BUSINESS CARD	STD04/06/26-1333	SAMS CLUB - PAPER PLATES	31.37
BUSINESS CARD	STD04/06/26-1333	SAMS CLUB - POWERHOUR SNACKS	438.20
BUSINESS CARD	STD04/06/26-1333	SAMS CLUB - SNACKS	22.48
BUSINESS CARD	STD04/06/26-1333	SAMS CLUB - WATERS	32.96
BUSINESS CARD	STD04/06/26-1333	SCHOOL OUTFITTERS - (1) EQUIPMENT CART FOR SM CAMPUS	520.52
BUSINESS CARD	STD04/06/26-1333	SCHOOLMATE - STUDENT PLANNERS	1,795.12
BUSINESS CARD	STD04/06/26-1333	TARGET - (1) COFFEE MAKER - STAFF PD	129.29
BUSINESS CARD	STD04/06/26-1333	URBANE CAFÉ - PAC MEETING	201.63
BUSINESS CARD	STD04/06/26-1333	USPS - STUDENT RECORDS	3.84
BUSINESS CARD	STD04/06/26-1333	USPS - STUDENT RECORDS	4.74
BUSINESS CARD	STD04/06/26-1333	USPS - STUDENT RECORDS	2.72
BUSINESS CARD	STD04/06/26-1333	USPS - STUDENT RECORDS	5.91
BUSINESS CARD	STD04/06/26-1333	WALMART - MR SKETCH MARKERS	62.26
			$ 8,061.19

ELEVATE SCHOOL
2025-26 Cash Flow Forecast
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Actuals as of 4/30/2026

		# of months remaining in FY	12	11	10	9	8	7	6	5	4	3	2	1		
State Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1		
District Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1		
		237.6														
	2025-26	**2025-26**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**				**FORECAST**
	Budget	**Trend**	**Jul-25**	**Aug-25**	**Sep-25**	**Oct-25**	**Nov-25**	**Dec-25**	**Jan-26**	**Feb-26**	**Mar-26**	**Apr-26**	**May-26**	**Jun-26**	**Accrual**	**Jul-25 - Jun-26**
3 - State Apportionment Schedule, June Deferral Only, Paid On Time			5%	5%	9%	9%	9%	9%	9%	20%	20%	20%	20%	0%	20%	
2 - District Apportionment Schedule, Paid on a Lag			0%	6%	12%	8%	8%	8%	8%	8%	1/3	1/6	1/6	1/6	1/6	
# of School Days in Month			0	15	20	21	15	14	18	17	19	20	18	0		177
Enrollment	485	488														488
Unduplicated Pupil Percentage	0	48.7%														48.7%
ADA	468.03	475.63														475.63
ADA Rate	0.97	95.9%														95.9%
Income																
8011-8098 · Local Control Funding Formula Sources			-	-												
8011 Local Control Funding Formula	909,821	824,726	40,430	40,430	72,775	72,775	72,775	72,775	72,775	76,601	76,601	76,601	76,602	-	73,586	824,726
8012 Education Protection Account	93,606	95,126	-	-	22,717	-	-	22,717	-	-	26,080	-	-	-	23,612	95,126
8019 Local Control Funding Formula - Prior Year	-	-	-	-	-	-	-	-	-	2,521	2,521	2,521			(7,563)	-
8096 In Lieu of Property Taxes	4,561,729	4,746,897	-	268,745	537,489	358,326	358,326	358,326	358,326	358,326	721,700	360,850	361,066	361,066	344,350	4,746,897
8098 In Lieu of Property Taxes, Prior Year	-	-	-	-	-	-	-	-	-	-	(12,604)	-			12,604	-
Total 8011-8098 · Local Control Funding Formula Sources	**5,565,156**	**5,666,748**	**40,430**	**309,175**	**632,981**	**431,101**	**431,101**	**453,818**	**431,101**	**437,448**	**814,298**	**439,972**	**437,668**	**361,066**	**446,589**	**5,666,748**
8100-8299 · Federal Revenue																
8181 Special Education - Federal (IDEA)	66,640	69,020	-	-	-	-	-	-	-	-	-	-	-	-	69,020	69,020
8221 Child Nutrition - Federal	150,355	82,341	-	-	-	6,374	-	20,041	6,811	7,569	9,180	-	7,908	8,839	15,618	82,341
8223 CACFP Supper	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8291 Title I	67,422	68,116	-	-	19,293	-	-	30,779	-	-	-	23,254	-	-	(5,210)	68,116
8292 Title II	11,461	11,212	-	-	2,793	-	-	6,826	-	-	3,264	-	-	-	(1,671)	11,212
8294 Title III	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8295 Title IV, SSAE	10,000	10,000	-	-	-	2,500	-	-	-	-	-	2,500	-	-	5,000	10,000
8296 Title IV, PCSGP	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8297 Facilities Incentive Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8299 All Other Federal Revenue	610,000	651,227	-	82,869	-	-	309,716	-	-	10,759	259,607	-	-	-	(11,724)	651,227
Total 8100-8299 · Other Federal Income	**915,878**	**891,916**	**-**	**82,869**	**22,086**	**8,874**	**309,716**	**57,646**	**6,811**	**18,328**	**272,051**	**25,754**	**7,908**	**8,839**	**71,033**	**891,916**
8300-8599 · Other State Revenue																
8520 Child Nutrition - State	40,583	187,922	-	-	-	14,303	-	44,526	14,541	16,667	19,318	-	18,049	20,172	40,345	187,922
8550 Mandate Block Grant	9,319	9,319	-	-	-	-	9,323	-	-	-	-	-	-	-	(4)	9,319
8561 State Lottery - Non Prop 20	93,368	93,806	-	-	-	-	-	-	37,671	-	25,943	-	-	-	30,193	93,806
8562 State Lottery - Prop 20	40,085	40,485	-	-	-	-	-	-	-	-	13,269	-	-	-	27,216	40,485
8560 Lottery Revenue	133,453	134,291	-	-	-	-	-	-	37,671	-	39,211	-	-	-	57,409	134,291
8587 State Grant Pass-Through	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8591 SB740	-	-	-	-	-	-	-	-	-	-	-	-			-	-
8592 State Mental Health	37,873	40,309	1,928	1,928	3,470	3,470	3,470	3,470	3,470	3,848	3,848	3,848	3,628	-	3,931	40,309
8593 After School Education & Safety	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8594 Supplemental Categorical Block Grant	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8595 Expanded Learning Opportunity Program	320,844	408,372	98,856	9,666	17,399	17,399	164,366	17,399	17,399	26,369	26,369	26,369	36,753	-	(49,972)	408,372
8596 Prop 28 Arts & Music	69,615	79,179	9,837	3,867	6,961	6,961	53,419	6,961	6,961	6,972	6,972	6,972	7,126	-	(43,830)	79,179
8599 State Revenue - Other	332,683	252,683	-	-	-	106,684	555,546	-	-	40,910	17,500	-	-	-	(467,957)	252,683
Total 8300-8599 · Other State Income	**944,370**	**1,112,075**	**110,621**	**15,461**	**27,830**	**148,817**	**786,124**	**72,356**	**80,042**	**94,766**	**113,218**	**37,189**	**65,556**	**20,172**	**(460,079)**	**1,112,075**
8600-8799 · Other Local Revenue																
8631 Sale of Equipment & Supplies	-	-	-	-	-	-	-	-	-	-	-	-			-	-
8634 Food Service Sales	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8650 Leases & Rentals	-	-	-	-	-	-	-	-	-	-	-	-			-	-
8660 Interest & Dividend Income	85,000	85,000	-	-	2,960	1,913	0	40,991	5,774	18,520	0	14,645	-			84,804
8662 Net Increase (Decrease) in Fair Value of Investments	-	15,000	10,744	16,216	3,442	2,655	3,348	(17,852)	1,407	(3,915)	(6,317)	1,030				10,758
8681 Intra-Agency Fee Income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8682 Childcare & Enrichment Program Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8689 All Other Fees & Contracts	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8692 Grants	145,000	137,500	-	-	-	-	55,000	-	6,700	10,150	30,000	-	5,331	-	30,319	137,500
8694 In Kind Donations	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8695 Contributions & Events	-	-	-	-	-	-	-	-	3,025	-	765	-	-	-	(3,790)	-

ELEVATE SCHOOL
2025-26 Cash Flow Forecast
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Actuals as of 4/30/2026

		# of months remaining in FY	12	11	10	9	8	7	6	5	4	3	2	1		
State Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1		
District Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1		
		237.6														
	2025-26	**2025-26**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**				**FORECAST**
	Budget	**Trend**	**Jul-25**	**Aug-25**	**Sep-25**	**Oct-25**	**Nov-25**	**Dec-25**	**Jan-26**	**Feb-26**	**Mar-26**	**Apr-26**	**May-26**	**Jun-26**	**Accrual**	**Jul-25 - Jun-26**
8696 Other Fundraising	6,759	6,759	-	-	-	-	-	-	-	-	-	-	1,703	-	5,056	6,759
8697 E-Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8698 SELPA Grants	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8699 All Other Local Revenue	-	-	-	-	137	-	-	100	-	-	-	-				237
8792 Transfers of Apportionments - Special Education	419,771	436,405	20,197	20,928	37,671	37,671	-	37,671	75,342	-	83,068	-	34,754	34,754	54,350	436,405
Total 8600-8799 · Other Income-Local	**656,531**	**680,664**	**30,941**	**37,144**	**44,210**	**42,239**	**58,349**	**60,911**	**92,248**	**24,755**	**107,516**	**15,675**	**41,788**	**34,754**	**85,935**	**676,463**
Prior Year Adjustments																
8999 Other Prior Year Adjustment	-	1,653	-	-	-	-	1,658	-	(5)	-	-	-				1,653
Total Prior Year Adjustments	**-**	**1,653**	**-**	**-**	**-**	**-**	**1,658**	**-**	**(5)**	**-**	**-**	**-**	**-**	**-**	**-**	**1,653**
TOTAL INCOME	**8,081,934**	**8,353,056**	**181,992**	**444,649**	**727,107**	**631,032**	**1,586,947**	**644,731**	**610,197**	**575,297**	**1,307,084**	**518,590**	**552,921**	**424,831**	**143,478**	**8,348,854**
Expense																
1000 · Certificated Salaries																
1110 Teachers' Salaries	2,296,973	2,250,739	-	228,009	230,805	219,450	222,036	234,525	222,732	218,295	215,021	229,188	220,251	56,639	-	2,296,952
1120 Teachers' Hourly	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1170 Teachers' Salaries - Substitute	77,572	182,328	-	3,781	9,953	14,288	12,276	11,276	11,321	15,451	23,618	18,332	18,659	5,818	-	144,773
1175 Teachers' Salaries - Stipend/Extra Duty	20,000	35,500	-	-	-	-	-	-	-	-	-	-	3,463	866	-	4,329
1211 Certificated Pupil Support - Librarians	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1213 Certificated Pupil Support - Guidance & Counseling	146,211	141,979	-	14,198	14,198	14,198	14,198	14,198	14,198	14,198	14,198	14,198	13,852	3,463	-	145,096
1215 Certificated Pupil Support - Psychologist	26,315	80,000	-	5,376	8,791	9,161	8,258	6,143	5,360	5,825	9,068	5,505	7,273	7,273	-	78,033
1299 Certificated Pupil Support - Other	-	35,000	-	128	1,245	431	271	495	511	1,436	1,692	447	2,917	2,917	-	12,488
1300 Certificated Supervisors' & Administrators' Salaries	658,426	750,282	45,683	65,892	65,892	65,892	65,892	66,692	65,892	65,892	65,892	65,892	65,423	65,423	-	770,354
1900 Other Certificated Salaries	81,353	-	-	-	113	85	114	86	165	53	138	-	-	-	-	754
Total 1000 · Certificated Salaries	**3,306,851**	**3,475,828**	**45,683**	**317,383**	**330,996**	**323,504**	**323,045**	**333,414**	**320,179**	**321,149**	**329,627**	**333,562**	**331,837**	**142,398**	**-**	**3,452,778**
2000 · Classified Salaries																
2111 Instructional Aide & Other Salaries	544,307	737,562	4,055	48,597	72,206	71,573	59,416	56,203	51,505	63,417	70,491	59,724	68,545	69,206	-	694,937
2121 After School Staff Salaries	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2131 Classified Teacher Salaries	9,413	13,320	-	1,086	1,734	1,405	1,298	1,099	906	1,295	1,529	1,147	1,332	-	-	12,830
2200 Classified Support Salaries	99,379	103,812	1,687	7,801	9,667	9,982	8,076	6,846	6,302	8,422	9,463	8,013	9,793	5,886	-	91,936
2300 Classified Supervisors' & Administrators' Salaries	35,603	53,323	3,155	4,757	4,567	4,909	4,083	4,344	3,661	4,074	4,796	4,532	4,444	4,444	-	51,766
2400 Classified Office Staff Salaries	406,136	351,302	7,698	34,404	30,705	34,034	27,465	24,654	23,206	27,718	28,027	27,690	30,210	30,210	-	326,021
2900 Other Classified Salaries	27,664	40,720	57	1,763	2,349	3,987	845	1,179	2,490	4,109	5,193	294	4,072	-	-	26,338
Total 2000 · Classified Salaries	**1,122,501**	**1,300,039**	**16,651**	**98,406**	**121,228**	**125,889**	**101,184**	**94,325**	**88,070**	**109,034**	**119,499**	**101,401**	**118,395**	**109,746**	**-**	**1,203,829**
Total 1000-2000 · Salaries	**4,429,353**	**4,775,867**	**62,334**	**415,789**	**452,225**	**449,393**	**424,229**	**427,740**	**408,249**	**430,183**	**449,126**	**434,963**	**450,232**	**252,144**	**-**	**4,656,607**
3000 · Employee Benefits																
3111 STRS - State Teachers Retirement System	631,609	663,883	8,725	60,594	62,391	57,990	61,397	49,370	60,959	61,057	62,646	62,822	63,381	27,198	-	638,529
3212 PERS - Public Employee Retirement System	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3213 PARS - Public Agency Retirement System	-	-	-	-	-	-	-	-	-	-	-	-				-
3311 OASDI - Social Security	69,595	80,602	1,027	5,919	7,590	7,753	6,228	5,767	5,382	6,707	7,315	6,320	7,340	6,804	-	74,153
3331 MED - Medicare	64,226	69,250	896	5,932	6,460	6,435	6,071	6,112	5,829	6,149	6,422	6,215	6,528	3,656	-	66,705
3401 H&W - Health & Welfare	468,081	481,424	66,023	20,335	60,552	41,390	22,332	60,147	41,612	39,109	44,376	44,626	20,462	20,462		481,424
3501 SUI - State Unemployment Insurance	2,215	2,388	31	205	223	222	209	211	201	212	221	214	225	126	-	2,300
3601 Workers' Compensation Insurance	63,068	48,513	13,906	4,635	4,635	2,108	4,635	4,635	4,635	4,635	4,635	4,638				53,097
3751 OPEB, Active Employees	-	-	-	-	-	-	-	-	-	-	-	-				-
3901 Other Retirement Benefits	16,838	19,501	161	408	419	427	396	373	613	396	420	389	1,776	1,646	-	7,424
3902 Other Benefits	-	-	-	-	-	-	-	-	2,111	-	-	-	-	-		2,111
Total 3000 · Employee Benefits	**1,315,631**	**1,365,562**	**90,770**	**98,028**	**142,269**	**116,324**	**101,267**	**126,614**	**121,343**	**118,265**	**126,035**	**125,223**	**99,712**	**59,892**	**-**	**1,325,743**
Total 1000-3000 · Salaries & Benefits	**5,744,983**	**6,141,428**	**153,104**	**513,817**	**594,494**	**565,718**	**525,496**	**554,354**	**529,592**	**548,448**	**575,161**	**560,187**	**549,944**	**312,036**	**-**	**5,982,350**
4000 · Supplies																
4111 Core Curricula Materials	56,436	56,436	2,211	450	-	33,571	1,629	-	-	-	54	3,069	7,726	7,726		56,436
4211 Books & Other Reference Materials	15,712	15,712	-	-	3,235	1,506	18	177	1,015	-	558	484	4,359	4,359		15,712
4311 Student Materials	54,045	54,045	-	804	6,817	18,921	1,720	1,142	6,326	1,513	2,117	3,829	5,428	5,428		54,045
4351 Office Supplies	31,413	21,413	33	1,610	1,857	1,789	1,137	3,141	6,090	1,569	1,783	1,514	445	445		21,413
4371 Custodial Supplies	18,818	18,818	-	1,019	909	685	763	2,143	3,215	902	1,255	726	3,600	3,600		18,818
4391 Food (Non Nutrition Program)	20,327	23,767	-	1,958	2,022	2,617	1,216	1,214	2,335	257	2,842	1,872	3,717	3,717		23,767
4392 Uniforms	16,228	15,835	-	-	129	-	538	3,058	-	-	364	370	5,688	5,688		15,835
4393 PE & Sports Equipment	6,139	6,619	-	196	613	1,851	1,778	217	852	43	228	53	395	395		6,619
4395 Before & After School Program Supplies	1,288	-	-	-	-	-	-	-	-	-	-	-	-	-		-

ELEVATE SCHOOL
2025-26 Cash Flow Forecast
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Actuals as of 4/30/2026

	2025-26	2025-26	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL	ACTUAL				FORECAST
# of months remaining in FY			12	11	10	9	8	7	6	5	4	3	2	1		
State Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1		
District Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1		
		237.6														
	Budget	**Trend**	**Jul-25**	**Aug-25**	**Sep-25**	**Oct-25**	**Nov-25**	**Dec-25**	**Jan-26**	**Feb-26**	**Mar-26**	**Apr-26**	**May-26**	**Jun-26**	**Accrual**	**Jul-25 - Jun-26**
4399 All Other Supplies	15,366	9,249	-	101	1,609	554	1,016	656	1,228	382	1,004	992	853	853		9,249
4390 Other Supplies	59,347	55,470	-	2,255	4,374	5,022	4,548	5,145	4,415	682	4,439	3,287	10,652	10,652	-	55,470
4411 Non Capitalized Equipment	44,119	32,890	2,288	717	2,772	311	1,925	1,083	2,814	593	-	1,217	9,585	9,585		32,890
4711 Nutrition Program Food & Supplies	216,300	216,300	-	-	18,632	26,010	28,719	17,637	20,046	23,713	22,166	23,607	25,657	23,091	(12,979)	216,300
4713 CACFP Supper Food & Supplies	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total 4000 · Supplies	**496,190**	**471,085**	**4,532**	**6,855**	**38,595**	**87,816**	**40,458**	**30,469**	**43,921**	**28,972**	**32,372**	**37,732**	**67,454**	**64,888**	**(12,979)**	**471,085**
5000 · Operating Services																
5211 Travel & Conferences	11,333	10,066	-	49	56	3,749	2,259	-	1,000	-	943	900	555	555		10,066
5311 Dues & Memberships	25,260	25,440	12,679	4,831	4,850	-	-	(130)	2,000	1,000	130	-	40	40		25,440
5451 General Insurance	42,496	42,496	-	48,488	-	-	-	-	-	-	-	-	-	-		48,488
5511 Utilities	17,349	14,495	-	-	-	-	-	-	-	-	8,371	-	3,062	3,062		14,495
5521 Security Services	219	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5531 Housekeeping Services	56,780	56,780	3,056	5,907	6,908	3,852	3,880	2,918	2,716	5,288	3,465	1,162	8,814	8,814		56,780
5599 Other Facility Operations & Utilities	15,943	23,316	-	126	126	126	126	1,649	-	1,538	-	1,389	9,118	9,118		23,316
5611 School Rent - Private Facility			-	-	-	-	-	-	-	-	-	-	-	-		-
5613 School Rent - Prop 39	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5619 Other Facility Rentals	547,566	547,566	44,854	46,302	45,065	44,840	45,352	44,840	45,090	45,377	45,602	45,190	47,527	47,527		547,566
5621 Equipment Lease	26,655	46,819	1,181	6,445	4,902	1,921	2,511	3,164	7,789	3,741	2,349	7,953	2,432	2,432		46,819
5631 Vendor Repairs	4,905	4,905	-	-	964	-	-	-	-	-	200	-	1,870	1,870		4,905
5812 Field Trips & Pupil Transportation	51,160	51,160	-	-	-	18,838	260	947	4,165	1,736	4,080	3,093	9,020	9,020		51,160
5821 Legal	12,000	12,000	-	540	684	144	1,457	-	-	-	-	1,156	4,010	4,010		12,000
5823 Audit	10,000	10,000	-	3,263	6,525	-	-	4,500	-	-	-	5,258				19,546
5831 Advertisement & Recruitment	13,219	13,219	-	-	-	-	225	-	-	-	-	-	6,497	6,497		13,219
5841 Contracted Substitute Teachers	6,323	6,323	-	-	-	604	-	-	-	302	604	-	2,407	2,407		6,323
5842 Special Education Services	208,739	178,739	-	8,397	5,660	20,183	24,394	20,059	-	13,905	17,015	14,455	27,336	27,336		178,739
5843 Non Public School	16,414	10,000	-	-	-	-	-	-	-	-	-	-	5,000	5,000	-	10,000
5844 After School Services	149,894	136,444	-	-	8,670	11,345	-	10,403	-	-	-	38,027	33,999	33,999		136,444
5849 Other Student Instructional Services	41,473	41,473	-	3,000	6,300	8,000	2,000	4,000	4,000	2,000	7,000	-	2,586	2,586		41,473
5852 PD Consultants & Tuition	40,947	40,947	3,610	1,080	100	1,510	3,402	1,360	178	875	-	-	14,416	14,416		40,947
5854 Nursing & Medical (Non-IEP)	703	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5859 All Other Consultants & Services	230,795	230,795	13,461	21,945	5,559	17,430	19,854	32,128	6,340	19,473	23,446	27,910	21,624	21,624		230,795
5861 Non Instructional Software	51,371	51,371	29,665	12,425	2,322	473	688	527	352	-	2,110	468	1,171	1,171		51,371
5865 Fundraising Cost	2,371	2,464	-	-	-	-	-	-	-	-	2,453	-	6	6		2,464
5871 District Oversight Fees	55,652	56,667	-	-	-	-	-	7,433	7,433	7,433	7,433	7,433	9,751	9,751		56,667
5872 Special Education Fees (SELPA)	14,592	15,163	182	913	1,521	1,521	-	1,521	3,042	-	3,310	-	1,077	1,077	998	15,163
5881 Intra-Agency Fees	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5895 Bad Debt Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5898 Uncategorized Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5899 All Other Expenses	8,046	8,046	294	326	327	328	329	1,081	1,394	1,118	1,514	1,093	120	120		8,046
5911 Office Phone	17,558	17,977	242	2,818	-	-	8,763	(174)	1,460	1,460	1,460	1,455	247	247		17,977
5913 Mobile Phone	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
5921 Internet	38,000	38,000	(583)	2,799	2,810	2,810	2,810	2,985	1,349	3,793	1,441	2,058	7,864	7,864		38,000
5923 Website Hosting	76	76	-	-	16	-	-	-	58	-	-	-	1	1		76
5931 Postage & Shipping	1,367	1,092	-	133	246	78	27	23	27	-	59	12	243	243		1,092
5999 Other Communications	280	149	-	12	12	12	12	12	12	-	24	12	21	21		149
Total 5000 · Operating Services	**1,719,485**	**1,693,988**	**108,640**	**169,800**	**103,622**	**137,764**	**118,349**	**139,246**	**88,403**	**109,039**	**133,008**	**159,025**	**220,815**	**220,815**	**998**	**1,709,526**
6000 · Capital Outlay																
6901 Depreciation Expense	30,375	30,375	2,060	2,205	2,171	2,171	4,521	4,521	4,687	4,687	4,343	4,573	4,573	4,573		45,082
6911 Amortization Expense - Lease Assets	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6912 Amortization Expense - Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
6999 Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 6000 · Capital Outlay	**30,375**	**30,375**	**2,060**	**2,205**	**2,171**	**2,171**	**4,521**	**4,521**	**4,687**	**4,687**	**4,343**	**4,573**	**4,573**	**4,573**	**-**	**45,082**
7000 · Other Outgo																
7438 Interest Expense	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Total 7000 · Other Outgo	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**-**
TOTAL EXPENSE	**7,991,033**	**8,336,877**	**268,336**	**692,676**	**738,882**	**793,468**	**688,824**	**728,589**	**666,603**	**691,146**	**744,884**	**761,517**	**842,785**	**602,312**	**(11,980)**	**8,208,043**

ELEVATE SCHOOL

2025-26 Cash Flow Forecast

Actuals as of 4/30/2026

		# of months remaining in FY	12	11	10	9	8	7	6	5	4	3	2	1		
State Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1	CY P-1		
District Schedule:			PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	PY P-2	CY P-1	CY P-1	CY P-1	CY P-1		
		237.6														
	2025-26	**2025-26**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**	**ACTUAL**				**FORECAST**
	Budget	**Trend**	**Jul-25**	**Aug-25**	**Sep-25**	**Oct-25**	**Nov-25**	**Dec-25**	**Jan-26**	**Feb-26**	**Mar-26**	**Apr-26**	**May-26**	**Jun-26**	**Accrual**	**Jul-25 - Jun-26**
NET INCOME	**90,901**	**16,179**	**(86,345)**	**(248,028)**	**(11,775)**	**(162,437)**	**898,123**	**(83,857)**	**(56,406)**	**(115,849)**	**562,200**	**(242,927)**	**(289,865)**	**(177,481)**	**155,458**	**140,811**
Operating Income	**121,276**	**46,554**														**185,893**
Operating Income Excluding Non-cash Lease Expenses	**90,823**	**16,101**														**155,440**
EBITDA	**121,276**	**46,554**														**185,893**
Beginning Cash Balance	2,922,151	3,565,591	3,565,591	3,884,907	3,769,876	3,750,311	3,704,398	3,730,470	3,677,788	3,579,792	3,450,561	4,029,947	3,844,337	3,556,507	3,298,094	3,565,591
Cash Flow from Operating Activities			-													
Net Income	90,901	16,179	(86,345)	(248,028)	(11,775)	(162,437)	898,123	(83,857)	(56,406)	(115,849)	562,200	(242,927)	(289,865)	(177,481)	155,458	140,811
Change in Accounts Receivable	-	-														
Prior Year Accounts Receivable	1,206,225	-	444,403	80,985	38,930	38,149	11,061	-	929	-	-	-	-	8,674		623,131
Current Year Accounts Receivable	(893,296)	(735,200)	-	-	-	-	-	-	-	-	-	-			(735,200)	(735,200)
Change in Due from	-	-	-	(230)	-	-	100	130	(1,494)	-	-	1,494				-
Change in Accounts Payable	(9,211)	70,103	(3,787)	29,968	(64,970)	79,453	(62,656)	20,429	(29,435)	(15,894)	10,089	52,703		67,180	(12,979)	70,103
Change in Due to	205,035	454,169	(27,945)	(15,815)	(13,245)	-	-	-	-	-	-	-	-	(81,546)	592,720	454,169
Change in Current Lease Payable	(556,989)	(556,989)	(72,220)	(68,273)	(24,370)	(45,665)	(45,864)	(47,504)	(48,641)	(47,421)	(47,265)	(47,225)	(48,032)	(48,238)	8,497	(582,221)
Change in Lease Assets	535,033	535,033	43,488	43,685	43,882	44,081	44,280	44,480	44,682	44,883	45,086	45,290	45,495	45,700		535,033
Change in Accrued Vacation	-	-	-	-	-	-	-	-	-	-	-	-				-
Change in Payroll Liabilities	-	85,477	(7,400)	72,901	10,205	(1,665)	(234)	9,244	(1,079)	363	2,660	483				85,477
Change in Prepaid Expenditures	(69,128)	(55,770)	27,063	(287)	(391)	-	(146)	(125)	-	-	(4,609)	-		(77,275)		(55,770)
Change in Deposits	-	-	-	-	-	-	-	-	-	-	-	-				-
Change in Deferred Revenue	-	(776,112)	-	-	-	-	(776,112)	-	-	-	-	-				(776,112)
Change in OPEB / Net Pension Liability	-	-	-	-	-	-	-	-	-	-	-	-				-
Change in Long Term Lease Liabilities	(8,497)	(8,497)	-	-	-	-	-	-	-	-	-	-			(8,497)	(8,497)
Change in Other Long Term Assets	-	-	-	-	-	-	-	-	-	-	-	-				-
Change in Other Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-				-
Depreciation Expense	30,375	45,082	2,060	2,205	2,171	2,171	4,521	4,521	4,687	4,687	4,343	4,573	4,573	4,573		45,082
Cash Flow from Investing Activities			-	-	-	-	-	-	-	-	-	-				
Capital Expenditures	(30,000)	(63,502)	-	(12,142)	-	-	(47,000)	-	(11,240)	-	6,880	-	-	-		(63,502)
Cash Flow from Financing Activities			-	-	-	-	-	-	-	-	-	-				
Source - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Sale of Receivables	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Source - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Use - Loans	-	-	-	-	-	-	-	-	-	-	-	-	-	-		-
Ending Cash Balance	**3,422,598**	**2,575,563**	**3,884,907**	**3,769,876**	**3,750,311**	**3,704,398**	**3,730,470**	**3,677,788**	**3,579,792**	**3,450,561**	**4,029,947**	**3,844,337**	**3,556,507**	**3,298,094**	**3,298,094**	**3,298,094**

Coversheet

Local Indicators Report

Section:	III. Agenda Items
Item:	C. Local Indicators Report
Purpose:	FYI
Submitted by:	
Related Material:	2026 Elevate Local Indicators Report.pdf

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2026 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2026

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: 0
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): 0

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education N/A					
Health Education Content Standards				X	
Physical Education Model Content Standards					X
Visual and Performing Arts				X	
World Language N/A					

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

N/A

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research

   2 – Beginning Development

   3 – Initial Implementation

   4 – Full Implementation

   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.	Elevate places a high value on developing trusting relationships with families and creating a welcoming school community. Families have multiple opportunities to build relationships with staff through Coffee with Directors, PAC,

	ELAC, family events, volunteer opportunities, student exhibitions, and regular school communications. Family survey feedback indicates that families feel welcomed, informed, and connected to the school community. Further, over 85% of this year's 5th graders will matriculate to Elevate's middle school campus, evidencing strong trust built up with our families.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.	While family engagement remains a strength, Elevate Seeks to increase participation among families who face scheduling, transportation, language, or childcare barriers. Elevate will also focus on strengthening family-to-family connections, particularly during key transition years when students move to a different campus (SM to TS and TS to EMS).
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.	Elevate will continue to provide multiple opportunities for participation through in-person and virtual meetings, translated communications, and varied meeting times. Evening engagement opportunities that include childcare and meals will be offered (when feasible) to support broader participation and ensure families have meaningful opportunities to engage with the school community.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.	Based on educational partner input and local data, our LEA has developed strong and growing partnerships that support student outcomes. Our Instructional Leadership Team (ILT) collaborates across campuses and grade levels to plan professional development based on student benchmark data, classroom observations, and teacher feedback from our LCAP staff survey. We foster meaningful family partnerships through positive parent contacts

	at the start of the year, weekly teacher communication via ParentSquare, and parent-student-teacher conferences. Families are regularly invited to engage directly in student learning through classroom volunteer opportunities, end-of-unit presentations and exhibitions of student learning, information nights offered both in person and on Zoom, and community events such as our Fall Festival, STEAM Night, and Exhibition Nights. This year, our Foundation also brought the annual Fun Run fully in-house, creating additional opportunities for family involvement, volunteerism, and school community building. We also value broader community partnerships, exemplified by our annual Leadership Day, when local leaders from business, government, and education visit classrooms to see our students in action. These partnerships, both within and beyond our school community, have had a positive impact on student growth, engagement, and school connectedness. Additional steps included creating a mentoring group at the middle school consisting of male family figures of our students. The goals of this MVP group (Men of Value and Purpose) are to support student confidence, behavior and decision making, home/school connection, and positive identity. This year, our middle school Special Education team also expanded family engagement by implementing transition meetings for Students with Disabilities, during which our Education Specialist facilitated collaborative meetings between students, their families, and representatives from each student's chosen high school. These meetings helped support a smooth transition to high school while ensuring that students and families were active

	participants in the planning process.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.	Based on the analysis of education partner input and local data, our focused area for improvement is improved attendance monitoring systems and improving our average daily attendance rate in order to lower the percentage of students on our chronic absenteeism list. Steps for improvement include refining our ISC and attendance recovery systems, improving our attendance incentives for students and families, and improving our attendance policy communications with families from the beginning of the school year. Communications will include education for families on the impact that attendance has on student learning. At the middle school, specifically, our Back to School Night program will be revised in order to better communicate the most important policies and priorities for our middle school students. In response to family feedback, our fourth and fifth grade campus has expanded opportunities for family engagement for students and families. Beginning next year, the campus will implement a comprehensive calendar of monthly family engagement opportunities designed to strengthen connections between home and school. Additionally, based on parent input regarding scheduling, the campus has moved its monthly Leader of the Month assemblies from Friday mornings to Friday afternoons to better accommodate family schedules and increase participation.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during	Elevate will continue partnering with ELAC, PAC, and Special Education families to ensure that families of English Learners, Students with Disabilities, and students from other

the self-reflection process in relation to Building Partnerships for Student Outcomes.	historically underrepresented groups receive targeted information, meaningful opportunities for input, and ongoing support. As part of our community's professional learning efforts, we have also expanded our book club model to include family participation. Next year, families will be invited to join a book study focused on the use of technology in childhood and adolescence. Through shared learning and discussion, we hope to strengthen family engagement, build trust between home and school, and create greater continuity between the messages students receive at school and at home. These efforts reflect our commitment to fostering authentic partnerships with families as we work together to support student success.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	5

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limit responses to 3,000 characters)

QUESTION	RESPONSE
Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.	Elevate has established systems for gathering and incorporating family input into school decision-making. Families regularly provide feedback through annual surveys, PAC Meetings, ELAC Meetings, Coffee with

	Directors, Board meetings and school events. Feedback from families directly informs the development of the LCAP, School improvement efforts, family engagement activities, and program priorities.
Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.	One area of improvement is to broaden participation in advisory groups and survey processes to ensure that feedback reflects the diversity of the school community. The school will continue exploring strategies to reduce survey fatigue and increase participation rates.
Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.	Elevate will continue implementing targeted outreach efforts to families who may be underrepresented in engagement opportunities. This includes, empathy interviews, varied meeting formats and times, and translation when needed.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. For each prompt **limit response to 3,000 characters**. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.
Response: Elevate administered an end-of-year (EOY) local climate survey to upper-grade students in spring 2026, generating 149 complete responses across grades 4 (n=48), 6 (n=17), 7 (n=46), and 8 (n=38). The instrument measures three core climate constructs: school safety, connection to others at school, and the size of each student's trusted-adult support network at school. The survey also includes two open-ended prompts asking students what they want Elevate to continue and what they would change. On safety, 97.3% of respondents agree or strongly agree that they feel safe at school. Agreement is high across every grade level and ranges from 95.7% in grade 7 to 100% in grade 6, with grades 4 and 8 at 97.9% and 97.4% respectively. On connection, 90.6% of respondents

agree or strongly agree that they feel connected to others at school. Disaggregation by grade level reveals a developmental pattern: connection rises with grade, from 85.4% in grade 4 and 82.4% in grade 6 to 93.5% in grade 7 and 97.4% in grade 8. The grade 6 dip is small in absolute respondent count (n=17) but is consistent with the family and Parent Advisory Committee feedback identifying transitions between campuses as a belonging concern, and it supports Elevate's planned 3rd-to-4th and middle school onboarding investments.

On trusted-adult support, 97.3% of students report having at least one adult at school they feel comfortable asking for help when struggling, and 73.2% report three or more such adults. By grade, the share reporting three or more trusted adults is 68.8% in grade 4, 70.6% in grade 6, 78.3% in grade 7, and 73.7% in grade 8, indicating that adult-student trust networks deepen as students move through the program. Only 2.7% of respondents school-wide report zero trusted adults, with grade 8 at 0%.

Open-ended responses reinforce these quantitative findings. Students most frequently affirm Elevate's caring teachers and staff, the Leader in Me program and leadership opportunities, STEAM and Project-Based Learning, sports, socials, and friendships. The most common change requests center on school lunch quality, dress code flexibility, expanded elective and club options, more student voice in decisions, and additional physical education time, all of which inform LCAP action priorities for engagement, climate, and student voice.

A noted limitation of this instrument is that the dataset captures grade-level disaggregation but does not capture demographic identifiers for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, or race and ethnicity, so student-group-specific climate scores cannot be reported from this survey. Elevate triangulates this EOY data with the 2026 MRA/Leader in Me Survey (227 grade 4-8 respondents), the Family LCAP Survey, and Student Advisory Committee input to surface student-group perspective.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Response:

Response:

Analysis of the 2026 EOY Upper Grade Climate Survey, triangulated with the 2026 MRA/Leader in Me Survey, the Family LCAP Survey, and Student Advisory Committee input, surfaces clear strengths and needs that inform Elevate's 2026-27 LCAP priorities.

The clearest strength is school safety. 97.3% of students agree or strongly agree that they feel safe at school, with agreement at or above 95.7% in every grade. This aligns with the Family LCAP Survey finding that 98.4% of families agree their child is safe and reflects the cumulative impact of the Raptor Visitor Management System, School Safety Plan review, drill protocols, and student participation in safety practices.

A second strength is the depth of student-adult trust networks. 97.3% of students report at least one adult they feel comfortable asking for help, and 73.2% report three or more, with 0% in grade 8 reporting zero trusted adults. The MRA/Leader in Me Survey reinforces this: 78% of grade 4-8 students report high-trust relationships with adults at school, up 5 percentage points from 2025, and 80% feel cared about and understood, up 2 percentage points. Open-ended responses consistently affirm caring teachers, the Leader in Me program, STEAM and Project-Based Learning, leadership opportunities, and student-led events as the program elements students most value.

The clearest identified need is strengthening connection in earlier and transition grades. Overall connection is 90.6%, but the grade pattern shows 85.4% in grade 4 and 82.4% in grade 6, compared with 93.5% in grade 7 and 97.4% in grade 8. This aligns with PAC feedback that transitions between campuses are difficult and with Family LCAP Survey findings identifying family-to-family connection as a growth area. These sources indicate that the 3rd-to-4th transition, the move into middle school, and cross-campus belonging warrant targeted action, including buddy system expansion, increased on-campus family opportunities, and events such as the Fall Festival.

Additional needs from open-ended student responses include expanded elective and club options with student voice in selection, more physical education time, longer lunch and recess, and improvements to school lunch quality. These themes informed SAC input on clubs and cross-grade connection.

An analytic limitation is that the EOY instrument does not capture demographic identifiers for English Learners, Socioeconomically Disadvantaged students, Students with Disabilities, Foster Youth, or race and ethnicity, so student-group climate scores cannot be derived directly. Elevate addresses this by cross-referencing findings with the 2025 California School Dashboard, which shows academic and chronic absenteeism variation by student group, and by weighting PAC, ELAC, SELPA, and SAC input in the needs assessment alongside survey data.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Response:

Based on the analysis of local climate survey data and the key learnings identified, Elevate has made or will make the following revisions to existing plans, policies, and procedures to address identified needs and drive continuous improvement in 2026-27.

Strengthening Connection in Earlier and Transition Grades. In response to the grade-level connection pattern (85.4% in grade 4 and 82.4% in grade 6, compared with 97.4% in grade 8) and aligned PAC and Family LCAP Survey feedback, Elevate will revise its student onboarding procedures to include a formal buddy system that pairs new and returning students to accelerate peer connection. The school will also bring new focus to the 3rd-to-4th grade transition through increased opportunities for family members to be on campus during the transition window. The Men of Value and Purpose (MVP) program, previously offered only at middle school, will be expanded to the TK-3 and 4-5 campuses to broaden mentorship and connection at earlier grade levels.

Expanding Family Engagement Access. In response to Family LCAP Survey findings on family-to-family connection and ELAC feedback, Elevate will revise its ELAC meeting schedule to offer morning, afternoon, and evening sessions. Evening meetings will include dinner and childcare to remove practical participation barriers. The Thursday Family Newsletter will be redesigned as a one-stop communication resource based on PAC feedback that families experience information gaps and survey fatigue.

Responding to Student Voice. In response to open-ended student feedback requesting expanded electives, more student voice in club selection, and additional PE time, the SAC will continue to lead initiatives such as Show Your Leadership and will inform decisions about after-school club offerings, allowing students to vote on club focus areas. Elevate will also refine workshop topics, event formats, and outreach strategies based on family feedback to increase representation and accessibility.

Monitoring Technology Use. In response to student feedback requesting alternatives to heavy educational technology reliance, Elevate will devote continued attention to assessing student screen time and adjusting digital learning practices to maintain balance between technology-supported and direct instruction.

Strengthening the EOY Survey Instrument. To address the limitation that the EOY survey does not capture demographic identifiers, Elevate will review the 2026-27 instrument to consider optional demographic items, in consultation with the PAC and SAC, so future climate findings can be disaggregated by student group alongside Dashboard data.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
Response: Elevate School uses the following locally selected measures and tools to monitor and track all students' access to and enrollment in a broad course of study across grade spans, unduplicated student groups, and individuals with exceptional needs: Master Schedule and Course Enrollment Review: Elevate annually reviews its K-8 master schedule and course offerings to confirm that every student is enrolled in a comprehensive program including ELA, Mathematics, Science (NGSS-aligned), Social Studies, Visual and Performing Arts, Physical Education, Health, STEAM (grades 2-8), and Art and STEAM electives (grades 6-8). Aeries Student Information System: Aeries is used to verify student-level course enrollment, monitor schedule completeness, and disaggregate access by grade level and student group, including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities. EduClimber: EduClimber consolidates assessment, intervention, and program participation data, allowing leadership to monitor course access alongside academic progress for unduplicated student groups and SWD. Ellevation: Ellevation tracks English Learner program enrollment, designated and integrated ELD access, and reclassification progress. IEP and SPED Team Review: The Special Education team reviews IEPs and SAI service delivery to confirm that SWD access core content with appropriate accommodations, modifications, and TeachTown modified curriculum where applicable.
Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
Response: Based on the locally selected measures and tools, all Elevate students have full access to and are enrolled in a broad course of study aligned to California state standards across grade spans,

unduplicated student groups, and individuals with exceptional needs.

K-8 Universal Access: Aeries enrollment data confirms that 100% of students in grades K-8 are enrolled in ELA, Mathematics, Science, Social Studies, Physical Education, and Visual and Performing Arts, with STEAM access in grades 2-8 and Art and STEAM electives in grades 6-8.

No Site-Level Differences: Master schedule review confirms that course offerings, instructional minutes, and standards-aligned curriculum are consistent across all Elevate campuses, ensuring that students at the TK-3, 4-5, and middle school campuses receive equitable access.

Student Group Access: Aeries, EduClimber, and Ellevation data show that English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities are enrolled in the same broad course of study as all other students, with English Learners receiving additional designated ELD instruction and SWD receiving accommodations, modifications, and TeachTown modified curriculum as specified in IEPs.

Progress Over Time: Elevate has consistently provided universal access across the K-8 program, and the upcoming addition of TK in 2026-27 will extend full broad course of study access to the earliest grade level served by the school.

Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

Response:

Based on the results of the locally selected measures and tools, Elevate School has not identified any significant barriers preventing the LEA from providing all students with access to a broad course of study. Aeries enrollment data, master schedule review, EduClimber program participation data, Ellevation EL program tracking, and IEP and SPED Team review all confirm that students across grade spans, unduplicated student groups, and individuals with exceptional needs are enrolled in and accessing the full range of standards-aligned course offerings.

Operational Considerations: Elevate operates on leased properties across three facilities, and certain facility-related improvements (for example, expanded specialized instructional spaces) require landlord approval, vendor coordination, and scheduling, which can occasionally affect the pace at which physical learning environments evolve. Elevate mitigates this through proactive communication with property owners and consistent monitoring of facility needs.

Continuous Improvement Focus: While no access barriers have been identified, Elevate will continue to refine course offerings, instructional materials, and supports for diverse learners. The addition of TK in 2026-27 will extend full broad course of study access to the earliest grade served by the school, and ongoing review will ensure that scheduling, materials, and staffing keep pace with evolving program needs.

In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)
Response: While the locally selected measures and tools confirm that all Elevate students currently have access to a broad course of study, Elevate continues to implement the following revisions, decisions, and new actions to strengthen and expand access in 2026-27 and beyond. Expansion to Transitional Kindergarten: With support from a Girard Foundation development grant, Elevate will establish and serve TK beginning in 2026-27, extending standards-aligned access to the earliest grade level and adding one leased classroom at the TK-3 campus to accommodate enrollment. Curriculum Refinement for Diverse Learners: Elevate will continue to refine and update writing resources, Illustrative Math materials, intervention-aligned texts, and curriculum supports for diverse learners, including the purchase of TeachTown to provide modified curriculum for students with moderate to extensive support needs. Strengthened English Learner Access: Implementation of Ellevation will enhance EL program management, ELPAC and ELPI analysis, reclassification workflows, and EL access monitoring. Expanded GLAD training participation will deepen integrated and designated ELD strategies across classrooms. Annual Course Access Review: Elevate will continue its annual review of the master schedule and course offerings to verify that every student maintains access to a comprehensive, standards-aligned program, with Aeries, EduClimber, and Ellevation providing the data backbone for ongoing monitoring.

Coversheet

2026-2027 LCAP Public Hearing

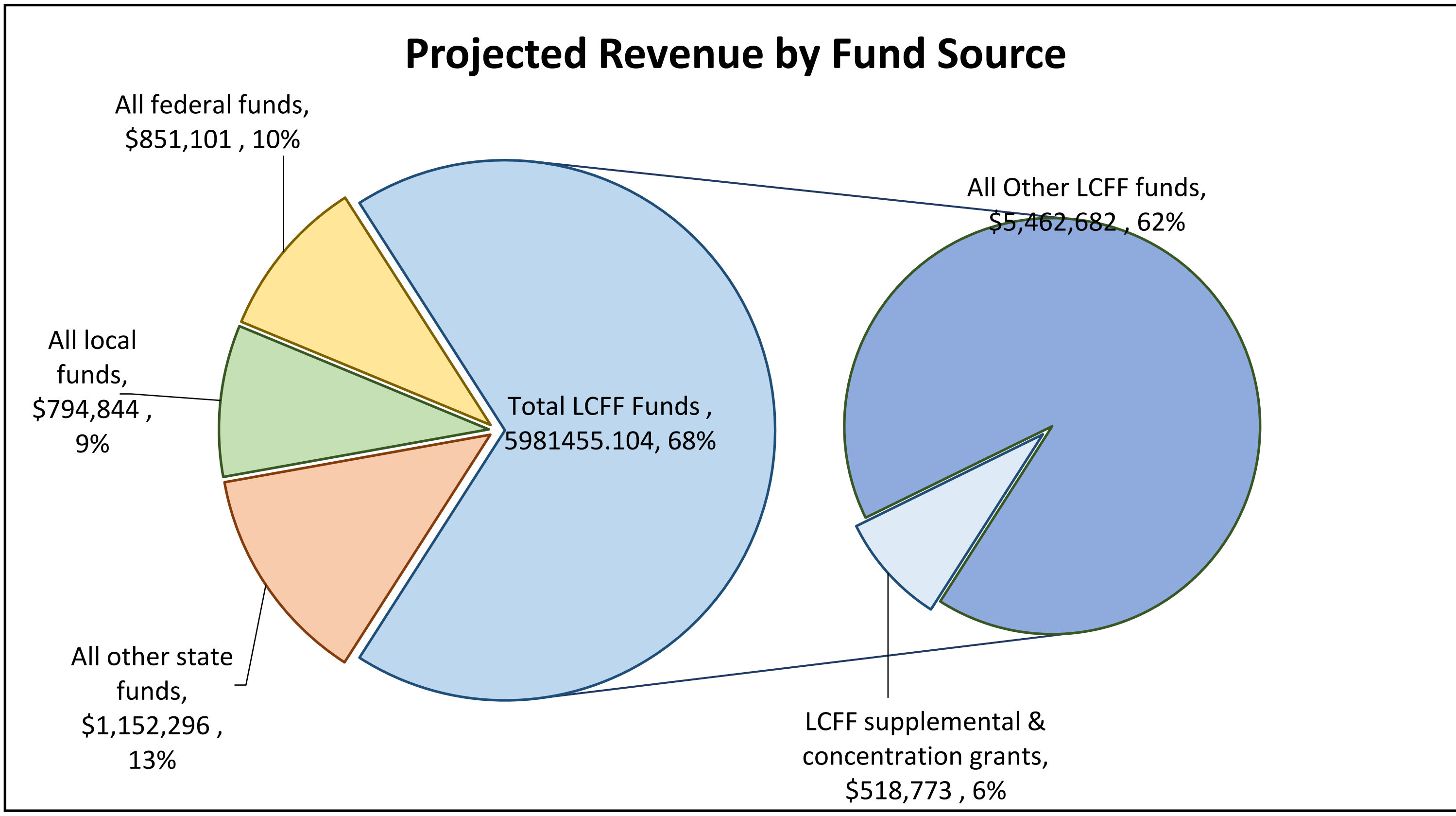
Section: III. Agenda Items
Item: D. 2026-2027 LCAP Public Hearing
Purpose: Discuss
Submitted by:
Related Material: 2026-27 Elevate School LCAP Final.pdf

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elevate School
CDS Code: 37-68338-0129395
School Year: 2026-2027
LEA contact information: Ryan Elliott; (858) 751-4774 relliott@elevateschool.org

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

Budget Overview for the 2026-2027 School Year

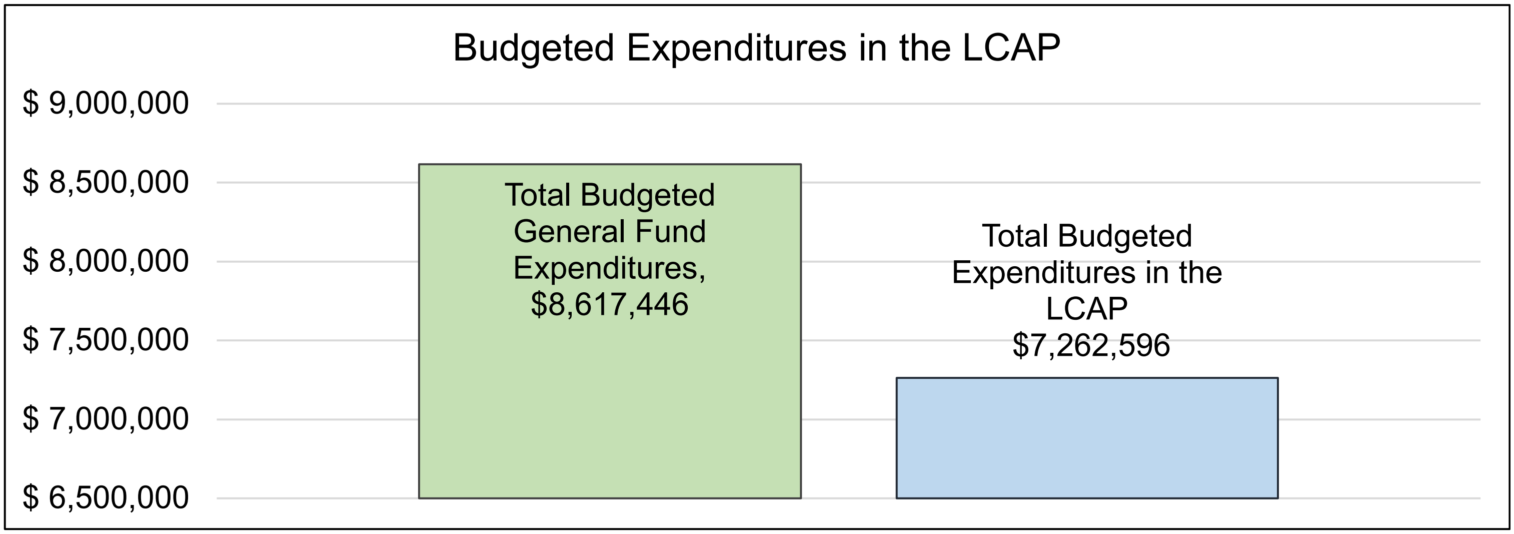


This chart shows the total general purpose revenue Elevate School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elevate School is $8,779,696.68, of which $5,981,455.10 is Local Control Funding Formula (LCFF), $1,152,296.17 is other state funds, $794,844.20 is local funds, and $851,101.21 is federal funds. Of the $5,981,455.10 in LCFF Funds, $518,773.45 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Elevate School plans to spend for 2026-2027. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Elevate School plans to spend $8,617,445.99 for the 2026-2027 school year. Of that amount, $7,262,596.16 is tied to actions/services in the LCAP and $1,354,849.83 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

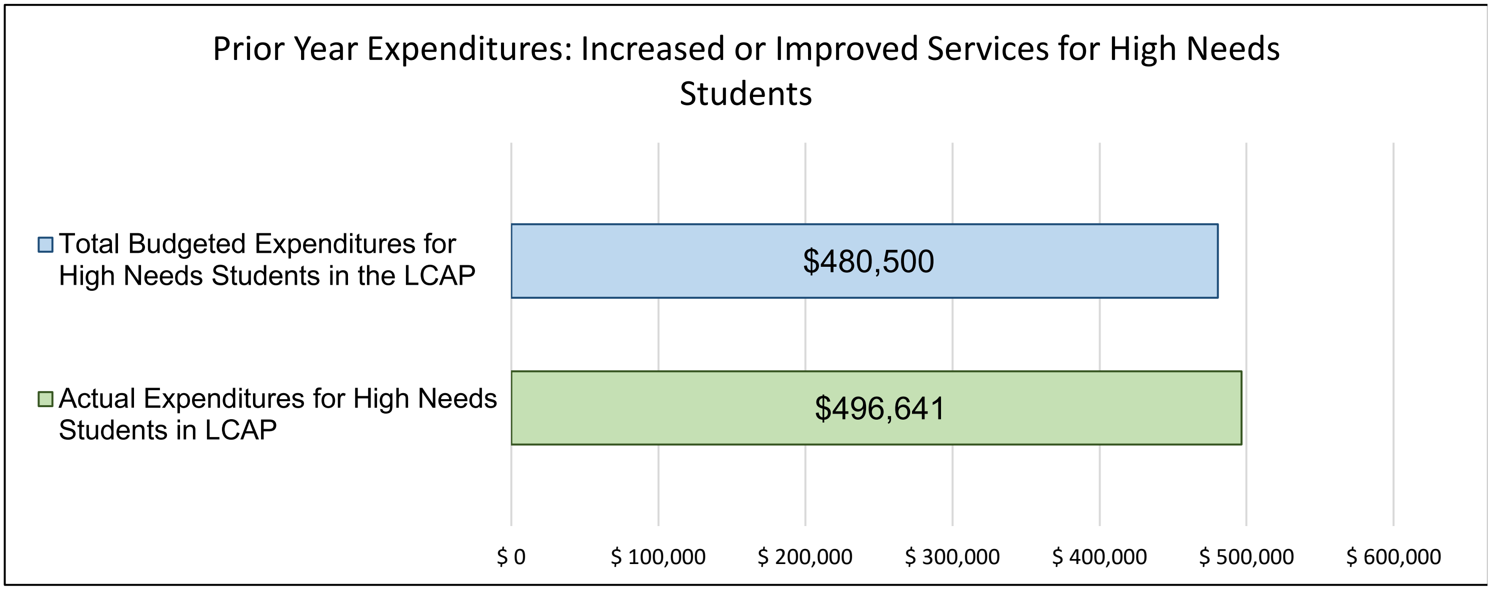
General Fund Budget Expenditures for 2025-26 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits, operational

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Elevate School is projecting it will receive $518,773.45 based on the enrollment of foster youth, English learner, and low-income students. Elevate School must describe how it intends to increase or improve services for high needs students in the LCAP. Elevate School plans to spend $523,725.35 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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

The text description of the above chart is as follows: In 2025-2026, Elevate School's LCAP budgeted $480,500.00 for planned actions to increase or improve services for high needs students. Elevate School actually spent $496,640.56 for actions to increase or improve services for high needs students in 2025-2026.

Local Control and Accountability Plan

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

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

Plan Summary 2026-27

General Information

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

Elevate School is a high-quality K-8 public charter school that serves approximately 497 students across three campuses in San Diego: Serra Mesa (SM) serving grades K-3, Tierrasanta (TS) serving grades 4-5, and Elevate Middle School at Serra Mesa (EMS) serving grades 6-8. Founded in 2014 with a special dedication to supporting military families, Elevate School has grown into a nurturing educational home that recognizes and addresses the unique challenges faced by students who experience frequent relocations and school transitions. Elevate will expand to serve Transitional Kindergarten starting with the 2026-27 school year.

Our diverse student body reflects the rich multicultural fabric of our community: 34% White, 27% Hispanic/Latino, 17% African American, 14% Two or More Races, 5% Asian, and 2% Filipino. Additionally, we serve significant populations with specialized needs, including 49% Socioeconomically Disadvantaged students, 35-40% military-connected families, 15% Students with Disabilities, and 8% English Learners.

Mission & Vision

Elevate School cultivates leaders and positive changemakers by inspiring students to be excellent in academics, exceptional in leadership, expansive in creativity, and engaged in community.

We envision a kind, collaborative, and just world guided by empathetic and innovative leaders - a vision we work toward daily by developing students who excel academically while growing as creative, community-minded changemakers prepared to thrive and lead in an increasingly complex world.

As a Leader in Me Lighthouse School, Elevate equips students with opportunities to develop life skills, contribute to a positive school culture, and make a difference in their community.

Educational Philosophy & Program

Elevate School cultivates leaders and positive changemakers by inspiring students to be excellent in academics, exceptional in leadership, expansive in creativity, and engaged in community. As a Leader in Me school, we embed Stephen Covey's 7 Habits of Highly Effective People throughout our educational program, ensuring every child develops essential leadership skills.

Our innovative approach features small class sizes capped at 26 students in K-5, and 28 in grades 6-8, enabling personalized attention and continuous assessment. Students engage in five thematic, interdisciplinary project-based learning units annually focusing on Community, Character, Service, Justice/Diversity, and Discovery. We integrate STEAM throughout the curriculum to provide hands-on learning experiences that foster creativity and innovation. Students showcase their growth through exhibitions to authentic audiences and participate in comprehensive leadership opportunities including Peace Patrol, Safety Team, Student Lighthouse Team, and student-led assemblies where every classroom leads two whole-school assemblies annually.

Academic Performance and Outcomes

Elevate School students consistently outperform district, county, and state averages on CAASPP, including for historically underserved student groups. In 2026, Elevate ranked among the top 2% of California schools for achievement among African American, Hispanic/Latinx, English Learner, socioeconomically disadvantaged students, and students with disabilities. Elevate School is the highest-performing public K-8 School in San Diego County.

In the 2026 Niche Best Schools rankings, Elevate School placed:

- A+ Overall Niche Grade
- A+ Diversity Niche Grade
- A+ Teachers Niche Grade
- A Academics Niche Grade
- #1 Best Public K-8 School in San Diego area
- #1 Best Charter K-8 School in San Diego area
- #1 Best Public K-8 School in San Diego County
- #1 Best Charter K-8 School in San Diego County
- #4 Best Charter K-8 School in California
- #8 Best Public K-8 School in California

The Public Elementary School Academics grade is based on rigorous analysis of academic data from the U.S. Department of Education along with millions of reviews from students and parents.

School Recognition & Achievement

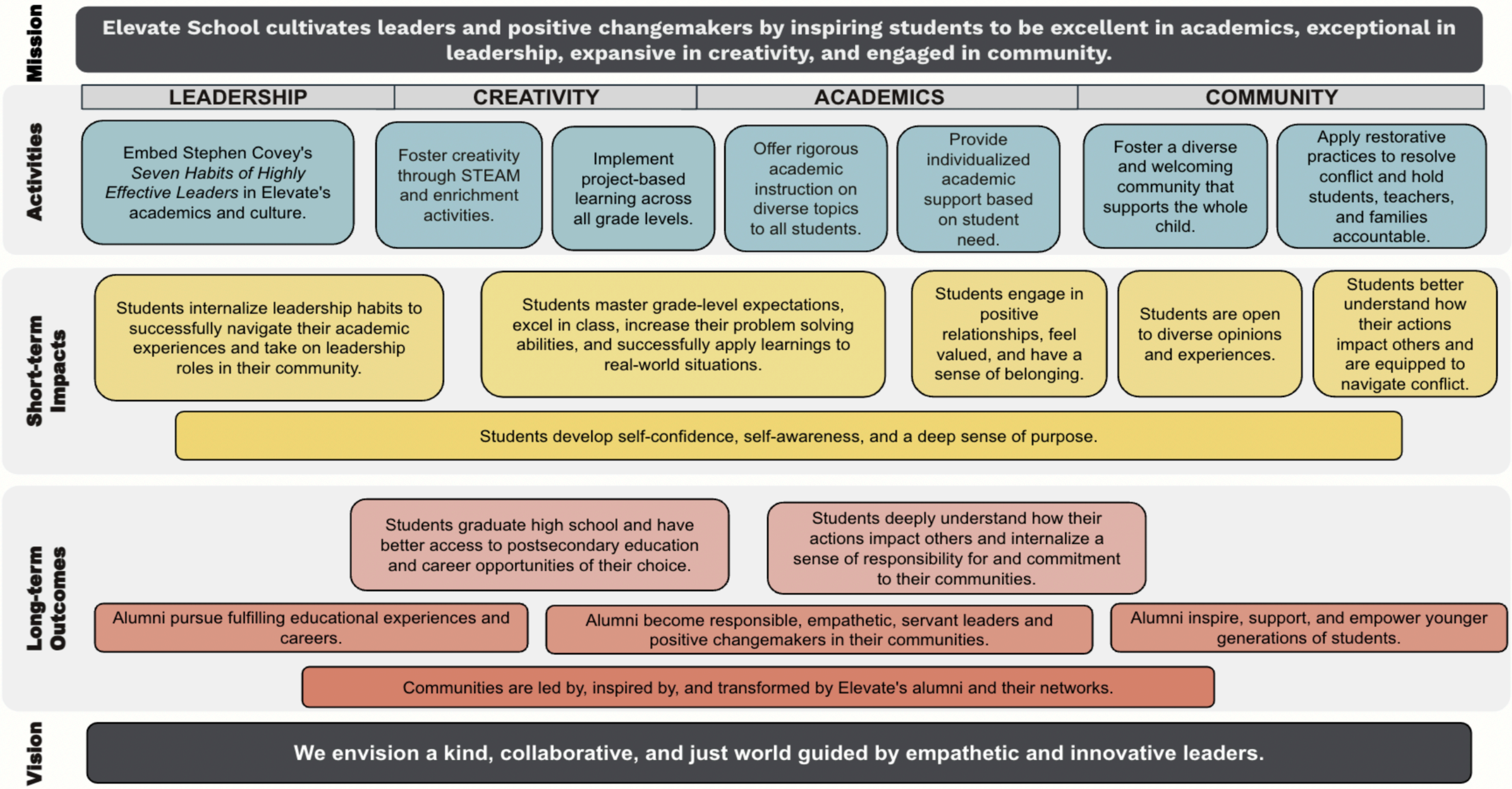
Our commitment to excellence has earned numerous prestigious recognitions. Elevate School is both a National Blue Ribbon School and a California Distinguished School. Elevate has also met the legal requirement for the High Performing Tier under Criterion 2, as determined by the California Department of Education. This designation has been confirmed for the 2025 California School Dashboard based on student group performance on the academic indicators, including English Language Arts, Mathematics, and the English Learner Progress Indicator.

Elevate ranks among the Top 100 schools in California according to U.S. News. In 2025, the Serra Mesa and EMS campuses were selected for the National Center for Urban School Transformation (NCUST) conference school visit as a high-performing school for academics. In 2026, Elevate was designated as a California Purple Star School in recognition of its efforts and commitment to serve military-connected students. The middle school has reached full enrollment capacity with high student retention rates, demonstrating strong community demand and satisfaction.

Looking ahead, the Girard Foundation has awarded Elevate a development grant to establish and serve Transitional Kindergarten beginning in 2026-27.

THEORY OF CHANGE

Our theory of change demonstrates the logic of how we think our activities will bring about the change we seek. It outlines the conceptual linkages between what we do, what impact it will have in the short and long term, and how it will ultimately lead to our vision.



Strategic Planning & Compliance

In the 2024-25 school year, Elevate School revised its mission and vision and developed a comprehensive three-year Strategic Plan with three key priorities: continuing to build a cohesive and thriving K-8 program, strengthening the team and infrastructure, and moving into a unified campus.

Local Control and Accountability Plan and Educational Partner Engagement

Elevate has developed a one-year Local Control and Accountability Plan (LCAP) that also serves as the School Plan for Student Achievement (SPSA), meeting the educational partner engagement requirements outlined in California Education Code Section 64001(j), including the requirements specified in California Education Code Section 52062(a):

- Consultation with the Special Education Local Plan Area (SELPA) per California Education Code Section 52062(a)(5)
- Parent Advisory Committee (PAC) per California Education Code Section 52062(a)(1)
- English Learner Parent Advisory Committee per California Education Code Section 52062(a)(2)
- Student Advisory Committee, fulfilling the requirement to include pupils in LCAP development for charter schools serving any of grades 7 through 12, per California Education Code Section 52063(b)(1)
- Providing a written response to each committee regarding their comments

Needs Assessment and Funding Alignment

Elevate completed a comprehensive needs assessment designed to measure program effectiveness, identify programmatic strengths, and surface the needs of students and educators, ensuring data-driven decision-making and accountability across the school. The needs assessment also informed the strategic allocation of human, physical, and fiscal resources, including Title funding and the identification of evidence-based practices to be funded through Learning Recovery and Emergency Block Grant (LREBG) funds. Elevate will expend all of its LREBG Funds in the amount of $316,152.84. Elevate is not eligible for LCFF Equity Multiplier funds.

Family & Community Partnership

Elevate actively partners with families to co-create a vibrant school community where student needs come first. Through Coffee with the Directors sessions, family events, and meaningful volunteer opportunities, parents play an integral role in our school's success. On any given day, parents can be found supporting classroom instruction, assisting with PE lessons, serving on our board, and organizing special events and projects.

Reflections: Annual Performance

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

The following table reflects Elevate School's performance on the **2025 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations. The CA State Board of Education (SBE) added the Science Indicator, and a performance level (color) was added to the 2025 CA Schools Dashboard.

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

Whole-Child Supports, Schoolwide Results: Elevate's Suspension Rate Performance: On the 2025 California School Dashboard, reflecting 2024-25 performance, Elevate School achieved strong outcomes on the Suspension Rate indicator across all student groups. The school received a **Green performance level** for All Students, Socioeconomically Disadvantaged (SED) students, Students with Disabilities (SWD), Hispanic students, and Two or More Races students. The English Learner student group received a **Blue performance level**, the highest performance level on the Dashboard, indicating that Elevate's universal and targeted behavior support systems are functioning effectively across the school's diverse student population.

Contributors to Sustained Low Suspension Rates: Elevate attributes this performance to the school's intentional, sustained commitment to addressing the social, emotional, behavioral, and mental health needs of every student. The following practices have contributed to the Green and Blue performance levels achieved in 2024-25:

Strengthened Attendance, Family Communication, and School Climate Systems. Across all three campuses, Elevate has strengthened the systems that support consistent student engagement, including attendance monitoring, proactive family communication, and intentional school climate supports. These systems reduce the precursors to behavior incidents by keeping students connected to learning, families informed about expectations, and the school environment focused on belonging and engagement.

Aligned Gold Standard for Behavior Expectations. Across all three campuses, Elevate has improved alignment in communicating and reinforcing a shared gold standard for behavior expectations. Consistent expectations across the TK-3, 4-5, and middle school campuses ensure that students experience the same framework for what positive behavior looks like and what is expected, reducing confusion across grade-level transitions and supporting clear, equitable behavior responses by staff.

Cell Phone Locker System. To reduce disruptions and strengthen student focus during the instructional day, Elevate has implemented a cell phone locker system. Removing cell phones from the instructional environment has reduced a common source of distraction and peer conflict, supporting both academic engagement and a calmer school climate.

Robust Leader in Me Implementation at the Middle School. Counseling and SEL supports at the middle school are provided through a strong Leader in Me implementation, which strengthens school culture and student engagement by building leadership and life skills, fostering a high-trust environment, and giving students structured opportunities to take ownership of their behavior and contributions to the school community.

Continued Commitment to Maintaining Strong Suspension Rate Outcomes: Elevate recognizes that sustaining Green and Blue performance levels requires ongoing investment in the systems that produce them. For 2026-27, the school will continue implementing Leader in Me schoolwide, expand the framework to TK with the Leader in Me TK curriculum, redistribute MTSS leadership and behavior intervention oversight to Campus Deans and support staff, expand counselor services from part-time to full-time, and continue using EduClimber to track behavior data consistently across campuses. These commitments, described in detail in Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs), are designed to sustain the school's strong suspension rate performance while continuing to address the more significant chronic absenteeism findings identified through the same Dashboard analysis.

Sustained Academic Excellence Across Core Indicators: Elevate's 2025 California School Dashboard Performance

On the 2025 California School Dashboard, reflecting 2024-25 performance, Elevate School achieved strong outcomes across all three academic indicators, with **Blue and Green performance levels** for the All Students group and across every reportable student group on the English Language Arts, Mathematics, and Science indicators. This performance reinforces the California Department of Education's confirmation that Elevate has met the legal requirement for the High Performing Tier under Criterion 2 based on 2025 Dashboard results, and it reflects the cumulative impact of the school's standards-aligned instructional program, robust professional development, and tiered student support systems.

English Language Arts Indicator: Elevate received a Blue performance level on the English Language Arts indicator for All Students and for the Socioeconomically Disadvantaged (SED), African American, White, and Two or More Races student groups. The English Learner and Hispanic student groups received a Green performance level. The Blue and Green outcomes across every reportable student group demonstrate that Elevate's literacy program is producing strong achievement across the school's diverse student population, not just for the overall student body.

The school attributes this performance to several interrelated practices: schoolwide close-reading instruction grounded in California ELA/ELD standards, Achieve 3000 supplemental literacy intervention for grades TK-5, calibrated Fountas & Pinnell benchmark administration that produces reliable K-5 reading-level data, structured writing benchmarks administered four times annually, the Beginning Phonics Skills Test for K-5 students, and ongoing instructional coaching from Campus Deans. Teachers also receive Guided Language Acquisition Design (GLAD) training, which integrates language acquisition strategies into core ELA instruction, contributing to the strong English Learner and Hispanic student group outcomes.

Mathematics Indicator: Elevate received a Green performance level on the Mathematics indicator for All Students and for the English Learner, Socioeconomically Disadvantaged, African American, and Hispanic student groups. The White and Two or More Races student groups received a Blue performance level. The fact that every reportable student group reached Green or Blue indicates that Elevate's mathematics program is producing strong, equitable outcomes across the school.

This performance reflects the consistent implementation of Illustrative Math curriculum across grades TK-8, regular use of Illustrative Math unit tests to inform instructional adjustments, twice-yearly i-Ready Math diagnostics to monitor student progress, and the support of a math consultant who works with K-2 teams on data analysis and instructional strategy while also coaching grade 3-8 teachers to ensure vertical alignment. Tiered intervention through RTI, paraprofessional support, and after-school tutoring through the Expanded Learning Opportunities Program (ELO-P) further supports student groups requiring additional time and instruction to reach proficiency.

Science Indicator: Elevate received a Green performance level on the Science indicator for All Students and for the Socioeconomically Disadvantaged student group. This outcome reflects the school's commitment to NGSS-aligned science instruction integrated through the K-8 program, hands-on Project-Based Learning, and the STEAM program available in grades 2-8 with STEAM electives in grades 6-8. Project-Based Learning approaches engage students in relevant, applied science investigations that build conceptual understanding alongside procedural fluency, contributing to performance on the California Science Test (CAST).

A Coherent System Behind the Outcomes

Elevate's strong performance across ELA, Mathematics, and Science is not the result of a single program or intervention but of a coherent system of interlocking supports: standards-aligned curriculum across all subject areas, a comprehensive assessment suite that includes i-Ready, Illuminate benchmarks, Illustrative Math unit tests, Fountas & Pinnell, BPST, Sight Word assessments, Achieve 3000 Lexile, and Writing Benchmarks, integrated through EduClimber for collaborative data analysis. Teachers receive eight days of intensive Summer Professional Development, four additional non-instructional PD days, weekly PD sessions, and ongoing instructional coaching from Campus Deans and the Instructional Leadership Team. The Lead Education Specialist's participation on the Instructional Leadership Team ensures that special education considerations are integrated into schoolwide instructional planning, supporting the strong Students with Disabilities outcomes reflected across the Dashboard.

Continued Commitment to Sustaining Academic Excellence: Elevate recognizes that sustaining Blue and Green performance levels across student groups requires ongoing investment. For 2026-27, the school will continue refining standards-aligned curriculum and instructional materials, including ongoing updates to writing resources, Illustrative Math materials, intervention-aligned texts, and curriculum supports for diverse learners. Professional development will become more differentiated by grade band through book studies anchored in identified PLC growth areas, lesson study cycles will deepen teacher ownership of math instruction development, and the Multitudes K-2 Dyslexia Screener will add an additional early-literacy data point. These commitments, described in detail in the LCAP actions, are designed to sustain Elevate's strong academic indicator performance while continuing to address the chronic absenteeism findings identified through the same Dashboard analysis.

Chronic Absenteeism Needs Assessment: 2025 Dashboard

On the 2025 California School Dashboard, reflecting 2024-25 performance, Elevate School’s Chronic Absenteeism rate increased to **9.5% for All Students**, up from 7.0% in 2023-24, resulting in an **Orange performance level**. The shift represents a 2.5 percentage point increase year-over-year and reflects a broader pattern observed across most student groups at the school.

The data reflects a meaningful one-year increase for All Students, SED, SWD, African American, Hispanic, and Two or More Races students, with the SED student group registering the most concerning shift and the only Red performance level. Notably, the English Learner and White student groups posted year-over-year declines and earned Green performance levels, indicating that the school’s universal attendance practices continued to function effectively for these subgroups even as overall rates rose.

2023-24: Chronic Absenteeism		
	Total	Rate
All Students	34	7.0%
EL	4	10.0%
SED	14	6.3%
SWD	5	6.3%
African American	4	4.6%
Hispanic	14	11.4%
White	10	6.5%
Two or More Races	5	6.6%

2024-25: Chronic Absenteeism		
	Total	Rate
All Students	47	9.5%
EL	3	8.1%
SED	25	10.9%
SWD	8	10.3%
African American	6	7.1%
Hispanic	23	16.3%
White	8	5.4%
Two or More Races	8	10.4%

Analysis of Patterns and Identified Root Causes: Elevate School's Leadership team, school counselors, school registrar, and Parent Advisory Committee (PAC) conducted a multi-source analysis using daily and weekly attendance data, Chronic Absenteeism trend data, CALPADS Reports 14.1 (Student Absenteeism Count) and 14.2 (Student Absences, Student List), the school's internal Weekly Attendance Tracker, multi-year comparisons, and qualitative input from dean-parent conversations and PAC meetings. The Weekly Attendance Tracker is generated each Friday and reviewed by the school registrar and leadership team to flag students with elevated absence counts for targeted communication, engagement, and intervention.

This analysis surfaced several patterns that explain the 2024-25 increase and inform the school's plan of action:

1. **New enrollment as a driver of chronic absenteeism.** Approximately 29% of students identified as chronically absent in 2025-26 are newly enrolled at Elevate, indicating that students new to the school community are disproportionately more likely to be chronically absent than returning students.
2. **Health-related absences.** Approximately 25% of chronically absent students either have a special health condition themselves or have a sibling with a health condition that requires recurring medical appointments.
3. **Middle school concentration.** Although the school-wide rate has improved year-to-date in 2025-26, roughly 61% of chronically absent students are in grades 6-8, indicating that middle school remains the area of greatest disproportionality.
4. **Inconsistent intervention infrastructure.** Inconsistent understanding and use of the Attendance Plus platform by the leadership team and counselors during 2024-25 produced inconsistent communication to families. The school also lacked a clearly defined Attendance Policy outlining expectations, consequences, and the school's compulsory attendance enforcement obligations.

The root causes identified through this analysis are: (a) gaps in family understanding of the correlation between daily attendance and student learning, growth, and well-being; (b) repeated and ongoing illness; (c) frequent medical appointments for students with medical conditions and their siblings; and (d) family vacations combined with incomplete Independent Study Contract (ISC) work.

Identified Resource Inequities

Two resource inequities contribute to the patterns above. First, with respect to positive and inviting school climate, students who are new to Elevate do not begin the year with established positive relationships with school staff and peers, which makes early disengagement more likely. Second, with respect to targeted family support, the school does not currently have a formal process for determining which students require additional or differentiated family supports, particularly families managing complex medical needs.

Strengths and Demonstrated Growth

Despite the 2024-25 increase, Elevate enters renewal with several clear strengths in this indicator area:

- **Strong overall daily attendance.** Elevate has consistently maintained an overall attendance rate in the 95.5% range year-over-year, which provides a foundation for chronic absenteeism reduction.
- **A comprehensive attendance tracking infrastructure.** The school has built a multi-year tracking tool that compares 2023-24 and 2024-25 chronically absent students by student group and grade level, enabling the precise pattern analysis described above.
- **An MTSS-aligned 3-Tier Attendance Intervention Plan.** Elevate has designed a tiered plan that includes family communication strategies, monthly Tier 1 positive attendance incentives, staff training, an attendance check tool, attendance support packets for families, ISC identification protocols, and home visits as a Tier 3 strategy.
- **Refined ISC processes.** The school clarified the directions and process for completing Independent Study Contract work and added family call/Zoom meetings with staff before planned absences, both of which increased understanding and student work completion.
- **Thursday ISC make-up support.** Established after-school sessions where Elevate staff provide academic support to students who did not complete all of their ISC work have benefited students re-entering the classroom after planned absences.
- **A school-wide cultural shift.** Elevate has reframed its attendance messaging to focus on learning loss rather than compliance, which has resonated with families.

- **Year-to-date improvement in 2025-26.** As of the end of April 2026, Chronic Absenteeism rate is 7.0%, which is 2.5% below the 2024-25 All Students rate of 9.5% and trends toward the school's 6% goal.

2026-27 Action Plan: Elevate School's Action Plan is structured in three phases, applies the school's MTSS Tiers of Support framework, and is grounded in evidence-based practices.

Phase 1: Assessment and Planning (Summer 2026)

- Conduct a full attendance data analysis using CALPADS 14.1 and 14.2, disaggregated by grade level, student group, and campus, to identify patterns of absenteeism by season, day of week, and subgroup.
- Review and revise the Weekly Attendance spreadsheet to standardize monitoring across the leadership team.
- Establish a tiered intervention framework with defined thresholds for movement between tiers (for example, 7%, 10%, and 15% absence rate triggers).
- Review and revise the membership composition of the School Attendance Team.
- Deliver staff training on the year's attendance initiatives (whole staff) and on Attendance Plus (counselors and leadership team) to resolve the inconsistent-use issue identified in 2025-26.

Phase 2: Implementation (2026-27 School Year), Aligned to MTSS Tiers

- **Tier 1 (Universal, all students):** Beginning-of-year message delivered in person at Back to School Night on the importance of daily attendance and learning loss prevention; whole-school cadence of positive attendance communications, especially around school breaks; established attendance incentive calendar; attendance tracker; parent education on the importance of attendance; and quarterly school climate mini-surveys delivered through the middle school Leadership in Action class.
- **Tier 2 (Targeted, at-risk students):** Weekly review of the Attendance Snapshot to identify students needing Tier 2 support; counselor or dean check-ins; Tier 2 tracker, self-monitoring sheet, and 10-week self-tracker; pairing with a staff Attendance Champion using the evidence-based 2x10 strategy (two minutes of relationship-building per day for ten consecutive days); monthly positive Attendance Plus messages celebrating improvement; monthly counselor check-ins for at-risk students with parent follow-up via Attendance Plus; teacher phone calls; Attendance Workshops by invitation.
- **Tier 3 (Intensive, chronically absent students):** Start-of-year meetings with returning families whose child was chronically absent the prior year; individualized Student Attendance Support Plans developed with middle school students; invitations to Attendance Recovery; phone calls from the Dean; arranged home visits for highest-need students and families; and scheduled in-person meetings.

Phase 3: Monitoring and Adjustment (Ongoing)

- Track key performance indicators including weekly attendance rates, number and benefit of interventions provided, and Attendance Recovery
- Conduct quarterly review and adjustment of progress toward goals, strategy efficacy, and resource allocation.

Targeted Strategies for Highest-Need Subgroups

The plan also embeds three targeted strategies tied directly to the patterns identified in the root cause analysis:

1. **Strong, clear communication on attendance expectations and policies for new and incoming families, with intensified focus at the middle school level**, addressing the 29% new-enrollment driver and the 61% middle school concentration.
2. **Identification of a target attendance group before the start of the school year** based on historical attendance and chronic absenteeism data, enabling proactive and consistent engagement rather than reactive intervention.
3. **Targeted family conversations for students with special health conditions** (or whose siblings have health conditions) regarding strategic scheduling and partial-day attendance to minimize learning loss while accommodating medical needs.

Evidence Based: The plan integrates evidence-based strategies cited in the school's needs assessment, including early warning systems with tiered interventions (associated with a 17% reduction in chronic absenteeism per Attendance Works), family engagement that addresses barriers to participation (associated with a 15% improvement in attendance per the National Education Association), and the 2x10 relationship-building strategy (Attendance Works).

Learning Recovery Emergency Block Grant (LREBG) Funds: 2026-27 Plan

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

Total LREBG Allocation: Elevate School will expend its entire 2026-27 LREBG allocation of $316,152.84 through the three expenditures described below.

Needs Assessment: Elevate's comprehensive needs assessment, conducted in accordance with EC Section 32526(d)(2), (3), (5), and (6), identified chronic absenteeism among unduplicated student groups, social-emotional and behavioral support needs, and individual-pupil academic achievement gaps as the school's most significant learning recovery priorities. On the 2025 California School Dashboard, Elevate received a Red performance level for the Chronic Absenteeism indicator for the Socioeconomically Disadvantaged (SED) student group (10.9%, up from 6.3% in 2023-24) and Orange performance levels for All Students (9.5%), Students with Disabilities (10.3%), African American (7.1%), Hispanic (16.3%), and Two or More Races (10.4%) students. Although Elevate received Blue and Green performance levels across reportable student groups on the ELA and Mathematics academic indicators with no student group identified at the Very Low or Low status level, the needs assessment identified individual pupils whose scale scores place them in the lowest achievement level (Level 1, Standard Not Met) or on the low end of Level 2 (Standard Nearly Met) using i-Ready diagnostic results, CAASPP scale score analysis, and Illuminate benchmark data. The internal review further identified that approximately 29% of chronically absent students are newly enrolled at Elevate, approximately 25% have a special health condition or have a sibling with a health condition, and approximately 61% are in grades 6-8. These findings frame the three expenditures below.

Expenditure 1: i-Ready Assessments

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

Amount of LREBG Funds: $22,760.00

Rationale: i-Ready provides the diagnostic, progress monitoring, and personalized instruction data that drives Elevate's intervention placement decisions and learning recovery interventions for grades K-8. The platform is administered three times per year and is the primary tool for identifying pupils whose performance places them in the lowest achievement level or on the low end of the second-lowest achievement level, which is the population EC Section 32526 requires LEAs to identify and serve. The State Board of Education has approved i-Ready as a verified data source. Longitudinal CAASPP analysis conducted by the Deans of Instruction has confirmed that students whose end-of-year i-Ready diagnostic places them one grade level below typical achievement are likely to score in Levels 1 or 2 on CAASPP without targeted intervention, making i-Ready data the primary early-warning indicator for academic learning recovery need. Funding i-Ready through LREBG ensures that the diagnostic infrastructure required to identify pupils in greatest need of learning recovery is sustained. This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and learning supports.

Evidence Tier: Tier 2 (Moderate Evidence). i-Ready is included on the State Board of Education-approved verified data source list and is supported by studies meeting ESSA Tier 2 evidence standards demonstrating that adaptive computer-based diagnostic assessments with personalized instruction produce measurable academic gains in reading and mathematics for students performing below grade level.

Metric(s): i-Ready Reading and Mathematics diagnostic data administered three times per year (Fall, Winter, Spring) for grades K-8; change in placement levels for pupils initially performing in the lowest achievement levels; CAASPP ELA and Mathematics Distance from Standard disaggregated by EL, SED, and SWD student groups; California School Dashboard performance levels for ELA and Mathematics Academic Indicators; RTI enrollment and participation data tracked through EduClimber.

Expenditure 2: Elementary and Middle School Counselors

Position (LCAP Goal and Action): Elementary and Middle School Counselors, Partially Funded with LREBG (Goal 1, Action 3: Addressing Social-Emotional and Behavioral Student Needs)

Amount of LREBG Funds: $106,941.00

Rationale: Elementary and Middle School Counselors deliver the social-emotional, mental health, and engagement supports that pupils in greatest need of learning recovery require to access academic instruction. Counselors provide direct counseling services, deliver SEL lessons through the Leader in Me framework, conduct individual and group check-ins for students at risk of disengagement, engage families of chronically absent students, and collaborate with Campus Deans using EduClimber data. The middle school counselor focuses particularly on grades 6-8, where 61% of chronically absent students are concentrated, while the elementary counselor supports earlier-grade students and the 3rd-to-4th and 5th-to-6th grade transitions identified through educational partner feedback as moments of heightened student and family need. Funding counselors through LREBG addresses the EC Section 32526 requirement to provide interventions for pupils experiencing disengagement and chronic absenteeism, particularly the SED student group identified at Red on the Chronic Absenteeism indicator. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for mental health services and supports for pupils and staff.

Evidence Tier: Tier 2 (Moderate Evidence). School-based counseling programs that integrate tiered SEL instruction, individual and small-group mental health support, and family engagement are associated with improvements in school attendance, reductions in chronic absenteeism, and gains in student connectedness and sense of safety. Research meeting ESSA Tier 2 evidence standards supports the effectiveness of comprehensive school counseling models in promoting the social-emotional well-being necessary for academic engagement and learning recovery.

Metric(s): Chronic Absenteeism rate (overall and disaggregated by student group, with emphasis on the SED student group identified at Red on the 2025 Dashboard); California School Dashboard Chronic Absenteeism Indicator performance level; suspension rate and Dashboard Suspension Rate Indicator performance level; student, parent, and staff climate survey results, including the 2026 MRA/Leader in Me Survey and the end-of-year (EOY) survey for measures of student connection, safety, and trusted-adult relationships; counseling service logs documenting one-on-one, small group, and whole-class sessions; participation in attendance recovery and Thursday ISC Make-Up sessions.

Expenditure 3: Behavior Interventionist

Position (LCAP Goal and Action): Behavior Interventionist (Goal 1, Action 5: Services to Support Students with Disabilities)

Amount of LREBG Funds: $186,451.84

Rationale: The Behavior Interventionist provides Tier 2 and Tier 3 behavior, social-emotional, and engagement support to pupils in greatest need of reengagement and learning recovery. The Behavior Interventionist works within Elevate's MTSS framework as a Tier 2 and Tier 3 support provider with three core responsibilities: (1) Direct student behavior support, working one-on-one or in small groups with students who exhibit challenging behaviors, including emotional regulation difficulties, off-task behavior, defiance, social-emotional disengagement, or peer conflict, with support delivered through push-in (in the classroom) or pull-out (in a designated space) configurations depending on the student's plan; (2) Behavior plan implementation and progress monitoring, including implementing Behavior Support Plans (BSPs), collecting behavior data through EduClimber, monitoring progress toward behavior goals, and adjusting interventions based on data; and (3) De-escalation and crisis response, including responding to behavior incidents in classrooms or common areas, providing de-escalation support, and helping students return to learning through restorative conversations or structured re-entry processes. The Behavior

Interventionist position directly addresses the engagement and reengagement needs of pupils experiencing chronic absenteeism, particularly the SED student group identified at Red on the 2025 Dashboard, by providing the relational, behavioral, and re-entry supports research identifies as essential to reducing absenteeism and supporting academic recovery. This expenditure directly addresses the social-emotional well-being purpose required under EC Section 32526(b) and is aligned with EC Section 32526(c)(2) allowable uses for additional academic services, mental health services, and supports for pupils.

Evidence Tier: Tier 2 (Moderate Evidence). Tiered behavior intervention models that combine direct student support, structured behavior plan implementation, and de-escalation/restorative practices are associated with reductions in suspension rates, decreases in chronic absenteeism, and improvements in classroom engagement. Research meeting ESSA Tier 2 evidence standards supports the effectiveness of MTSS-aligned behavior intervention delivered by trained personnel as a mechanism for restoring access to academic instruction for pupils whose behavioral needs interfere with learning.

Metric(s): California School Dashboard Chronic Absenteeism Indicator performance level disaggregated by student group, with emphasis on the SED student group; California School Dashboard Suspension Rate Indicator performance level; MTSS tier movement data tracked through EduClimber; behavior referral counts and behavior incident data; restorative re-entry session participation; student climate survey results, including safety, connection, and trusted-adult relationship indicators from the 2026 MRA/Leader in Me Survey and EOY survey; Behavior Support Plan progress monitoring data for students with active BSPs.

LCAP Alignment: All three expenditures are included in the 2026-27 LCAP in compliance with EC Section 52064.4. i-Ready Assessments are included under Goal 1, Action 1. Elementary and Middle School Counselors are included under Goal 1, Action 3. The Behavior Interventionist is included under Goal 1, Action 5. The LREBG-funded portions represent components of the total action expenditures, with remaining costs funded through LCFF base, supplemental, and concentration funds and other applicable funding sources.

Educational Partner Consultation: The use of LREBG funds was developed in consultation with educational partners through the LCAP engagement process. The Administrative Leadership Team identified continued investment in counseling services, a Behavior Interventionist, and Campus Dean presence at each campus as priorities for addressing social-emotional, behavioral, and mental health needs. The Instructional Leadership Team emphasized the continued need for support staff to address academic, social-emotional, and behavioral student well-being, naming counselors, psychologists, RTI Interventionists, and instructional coaches. Classified staff requested continued clarity and training in addressing challenging student behaviors, including familiarity with Behavior Interventionists, Section 504 plans, IEPs, and Behavior Support Plans. Families, through the March 2026 Family LCAP Survey, requested expanded intervention, tutoring, and after-school opportunities and continued focus on social-emotional support and middle school safety, naming counseling services, behavioral support, and interventionists. The Parent Advisory Committee affirmed support for sustaining these supports, and the English Learner Advisory Committee expressed appreciation for staff and the support provided to their students. The needs assessment and expenditure plan were reviewed through the PAC, SAC, ELAC, and SELPA advisory processes.

2024 CA School Dashboard

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

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

Suspension Rate Indicator Needs Assessment (2024 Dashboard)

Elevate School received an "orange" performance level on the 2024 California School Dashboard for the Suspension Rate Indicator, specifically for the following student groups: English Learners (EL), Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), African American, and Two or More Races. However, due to the small size of these groups, the Dashboard data may not accurately reflect actual suspension patterns. In 2023-24, only a handful of suspensions occurred, with significant overlap among student groups.

Strengths: Low Overall Suspension Numbers: In 2023-24, a total of four students were suspended, and many belonged to multiple student groups. Several groups (EL, African American, Two or More Races, SWD) had zero suspensions in 2022-23, indicating that exclusionary discipline is not widespread at Elevate School.

2022-23: Suspension		
	Total	Rate
All Students	4	0.8%
EL	0	0.0%
SED	2	0.9%
SWD	0	0.0%
African American	0	0.0%
Hispanic	2	1.7%
White	1	0.6%
Two or More Races	0	0.0%

2023-24: Suspension		
	Total	Rate
All Students	4	0.8%
EL	1	2.4%
SED	3	1.3%
SWD	2	2.5%
African American	1	1.1%
Hispanic	1	0.8%
White	0	0.0%
Two or More Races	2	2.6%

- Commitment to MTSS and Evidence-Based Practices: Elevate School has prioritized strengthening its Multi-Tiered System of Supports (MTSS) and evidence-based interventions to address achievement gaps and support student needs.
- Family Engagement and Positive School Climate: Elevate School emphasizes family engagement and fostering a welcoming, inclusive environment, which are key to reducing behavioral incidents and suspensions.

Identified Needs

- Accurate Data Interpretation for Small Groups: The CA School Dashboard's color-coded system can misrepresent suspension rates for small student groups, as a single incident can disproportionately affect the performance level.

- Disproportionate Impact on Vulnerable Groups:

While overall suspensions are low, the students suspended are often members of multiple high-need groups (EL, SED, SWD, African American, Two or More Races), mirroring statewide and national trends of disproportionality in discipline.

- Consistent Application of Interventions: There is a need to further systematize intervention strategies and ensure they are consistently applied across all classrooms and staff.

Root Causes

- Small-N Group Volatility: With very small numbers, a single suspension can result in a dramatic shift in Dashboard color, masking the true climate and discipline practices at the school.

- Resource Gaps in Targeted Supports: There may be insufficient targeted supports for students who fall into multiple high-need categories, increasing their risk for suspension when behavioral challenges arise.

Resource Inequities

- Limited Access to Restorative Practices: Not all staff may be equally trained or equipped to implement restorative or trauma-informed practices, which are proven to reduce suspensions, especially for marginalized groups.

- Gaps in Data-Driven Decision Making: Small group sizes complicate the use of Dashboard data for decision-making, potentially leading to over- or under-response to isolated incidents.

<u>Plan of Action for 2025-26 School Year:</u>

1. Strengthen Data Analysis and Communication: (See LCAP Goal 1, Action 1)

- Develop internal dashboards that disaggregate discipline data by student group and context, providing a more nuanced view than the state Dashboard allows.

- Develop early warning system to identify students needing support before suspendable incidents occur.

- Continue exit and re-entry protocols for suspended students to prevent recurrence.

- Communicate to educational partners (staff, families, board) how small numbers affect Dashboard ratings and what the actual data reflect.

2. Expand and Deepen MTSS Implementation: (See LCAP Goal 1, Action 2)

- Continue to systematize MTSS, ensuring consistent use of evidence-based interventions for both academic and behavioral needs.

- Monitor fidelity of Tier 1 supports and provide additional training for staff on proactive classroom management and positive behavior supports.

3. Continue to Invest in Restorative Practices (See LCAP Goal 1, Action 3)

- Continue to provide professional development led by ILT, on restorative justice, trauma-informed care, and empathic-mindset interventions, which have been shown to reduce suspensions and close discipline gaps.

- Reassign deans to work at single campus rather than across multiple sites.

4. Targeted Supports for High-Need Groups (See LCAP Goal 1, Action 2)

- Identify students who fall into multiple high-need categories and ensure they have access to Tier 2 and Tier 3 supports, including counseling, mentoring, and family outreach.

- Continue to implement calming corners/spaces in all classrooms with self-regulation tools.

- Monitor intervention outcomes and adjust supports as needed.

5. Family and Community Engagement: (See LCAP Goal 3, Actions 2 and 3)

- Continue to strengthen partnerships with families, particularly those from underrepresented groups, to co-develop discipline policies and intervention strategies.

- Continue to provide resources and workshops (through ongoing communication) for families on supporting positive behavior at home.

6. Middle School Leadership Development: Continue with Student Lighthouse Team to ensure representative membership from all student groups.

Progress on Chronic Absenteeism Indicator (2024 Dashboard)

Elevate School has made significant progress in reducing chronic absenteeism through systematic family engagement, MTSS, and student engagement initiatives. To maintain and accelerate progress in 2025-26, the school must continue and deepen these efforts, address persistent barriers, and ensure equitable access to interventions and supports for all students.

Strengths

- **Ongoing Family Engagement**: Elevate School has prioritized family engagement as a key strategy to reduce chronic absenteeism. The school has implemented regular communication with families, provided resources in multiple languages, and created opportunities for families to partner with the school in supporting student attendance (Source 1).
- **Strengthened MTSS Implementation**: Elevate School has systematized its Multi-Tiered System of Supports (MTSS) to ensure early identification of at-risk students and consistent application of evidence-based interventions for students with attendance challenges, particularly among English Learners (EL), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).
- **Professional Learning and Coaching:** Elevate School continues to provide professional learning opportunities and instructional coaching for teachers, focusing on engaging diverse learners and building positive relationships both protective factors against absenteeism.

Actions Already Taken to Reduce Chronic Absenteeism

- Regular Monitoring and Early Intervention: The school has established systems for regular attendance monitoring, allowing staff to identify students at risk of chronic absenteeism early and intervene before patterns become entrenched.

- Targeted Family Outreach: Staff conduct outreach to families of students with high absenteeism, offering support, problem-solving barriers, and connecting families with resources.
- Student Engagement Initiatives: Elevate School has launched programs and activities to increase student engagement and foster a sense of belonging, including after-school clubs, mentoring, and positive attendance recognition.
- Collaborative Problem-Solving Teams: Elevate School utilizes attendance teams that meet regularly to review data, discuss individual student needs, and coordinate interventions across staff and support services.

Needs and Root Causes (Ongoing and Emerging)

- Need for Consistency and Sustainability: While actions have been effective, there is a need to sustain and deepen these efforts, ensuring all staff consistently apply attendance interventions and that successful strategies are institutionalized.
- Persistent Barriers for At-Risk Groups: Socioeconomic challenges, health issues, and family circumstances continue to impact attendance, particularly for SED, EL, and SWD students.
- Communication and Cultural Responsiveness: Some families remain hard to reach due to language, cultural differences, or lack of trust. Continued efforts are needed to build relationships and ensure all families understand the importance of attendance. Staff would benefit from enhanced training in culturally responsive behavioral support strategies, particularly for supporting African American students and Students with Disabilities.
- Data System Enhancements: Elevate School needs to further improve real-time data tracking and analysis to quickly identify trends and adjust interventions.

Resource Inequities

- Access to Tiered Supports: Not all students have equal access to Tier 2 and Tier 3 interventions such as counseling, home visits, or wraparound services.
- Technology and Communication Gaps: Some families lack reliable access to technology, limiting their ability to receive timely attendance communications or participate in virtual meetings.

Plan of Action for 2025-26 School Year:

A. Continue and Expand Family Engagement Initiatives: (See LCAP Goal 3, Actions 2 and 3)

- Maintain and expand multilingual communication and outreach.

- Offer more family workshops focused on overcoming attendance barriers and supporting student well-being.

B. Deepen MTSS and Data-Driven Practices: (See LCAP Goal 1, Action 3)

- Provide additional staff training on MTSS for attendance.

- Enhance real-time attendance tracking and early warning systems.

C. Sustain and Scale Student Engagement Programs: (See LCAP Goal 1, Action 2; and Goal 3, Action 1)

- Continue and expand after-school, mentoring, and recognition programs to foster belonging and motivation. See LCAP Goal 1, Action 3 – Leaders In Me Program

D. Strengthen Targeted Interventions: (See LCAP Goal 1, Action 3)

- Increase access to counseling, health, and mental health services for chronically absent students. See LCAP Goal 1, Action 3: (2) Counselors; and (3) Dean of Students

- Deepen partnerships with community organizations to address root causes such as transportation, housing, and health care.

E. Monitor and Adjust Interventions (See LCAP Goal 2, Action 2) – Leadership Team.

- Regularly review attendance data and intervention outcomes.

- Adjust strategies based on data and feedback from students, families, and staff.

Needs Assessment on 1st Year Students at Elevate School

Key Needs Identified

1. Transition Support: First-year students require targeted support as they adjust to Elevate's academic expectations, school culture, and routines. Many are new to the school's instructional approaches and may need additional orientation and ongoing guidance.
2. Academic Achievement Gaps: First-year students, especially those who are English Learners (EL), Socioeconomically Disadvantaged (SED), or Students with Disabilities (SWD), may enter with achievement gaps. There is a need for early assessment and differentiated instruction to address varied academic backgrounds.
3. Consistent MTSS Implementation: The school recognizes the importance of a systematized Multi-Tiered System of Supports (MTSS) to ensure all 1st year students receive timely, evidence-based interventions. Consistency in applying interventions is essential to support both academic and social-emotional needs.
4. Family Engagement: Engaging the families of 1st year students is critical for a successful transition and ongoing student success. Strengthened communication and collaboration with families helps build trust and supports student attendance, behavior, and achievement.
5. School Climate and Belonging: They benefit from a welcoming, inclusive environment that fosters a sense of belonging and safety. Positive school climate initiatives help reduce absenteeism and discipline issues among new students.

Actions/Supports in Place and Needed

- Orientation Programs: Structured orientation and onboarding for new students and their families.
- Early Assessment: Timely screening and progress monitoring to identify academic and social-emotional needs.
- Professional Learning: Ongoing teacher training and instructional coaching to support diverse learners and implement MTSS with fidelity.
- Family Outreach: Multilingual communication, family workshops, and regular check-ins to engage parents/guardians.
- Student Engagement: Activities, clubs, and mentoring to help 1st year students connect with peers and staff.

Elevate School has established effective systems and practices that support positive student behavior that provides a foundation for improvement. Elevate School's needs assessment for 1st year students highlights the importance of robust transition supports, targeted academic and social-emotional interventions, consistent MTSS application, proactive family engagement, and a positive, inclusive school climate. Continuing to strengthen these areas in 2025-26 will help ensure that all new students are set up for success from their first year at Elevate.

2023 CA School Dashboard

The following chart reflects Elevate School's performance on the **2023 CA School Dashboard** by indicator and student group.

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

Excerpt from 2023-24 LCAP: Analysis: Chronic Absenteeism Indicator

Chronic Absenteeism: Elevate School received a RED Performance level for the Chronic Absenteeism Indicator for the Hispanic student group. Although Chronic absenteeism rates declined schoolwide, for the Hispanic student group it increased from 16.7% to 21.7%. The Leadership Team conducted a needs assessment and root cause analysis to address this issue, however there were no identifiable patterns that emerged. For the Hispanic student group, we identified that when one student was absent, the remaining siblings were also absent; others were medically fragile, and other absences were due to medical appointments. For the upcoming school year, the leadership team will be communicating with families at the start of the school year to communicate the importance of daily attendance and its impact on student achievement. Elevate will also ensure that the Case manager connects with families especially those historically chronically absent and at-risk of chronic absenteeism.

2022-23: Chronic Absenteeism		
	Total	Rate
All Students	51	10.6%
EL	4	11.4%
SED	22	10.5%
SWD	11	13.3%
African American	2	2.7%
Hispanic	25	21.7%
White	15	9.2%
Two or More Races	8	9.8%

Elevate will also implement schoolwide attendance incentives and contests to engage the entire school community, with ongoing communication with families. Elevate will strengthen the school's attendance policy which will be communicated to staff, families and students.

Elevate is committed to providing social and emotional supports to address behavioral and mental health need of our students. The Dean of Students will lead schoolwide implementation of restorative practices/SEL, Student Lighthouse Team that promotes positive school culture, lead schoolwide implementation of

MTSS Framework, address student behavioral issues with de-escalation techniques. In addition, the Dean will provide instructional coaching for teachers to ensure consistency at each site on classroom management and instructional practices, utilizing EduClimber with behavior intervention.

Counselors will lead Leader in Me implementation in conjunction with SEL lessons. The Counselor will provide SEL counseling services for students and collaborate with the Dean of Students and MTSS Coordinator, utilizing EduClimber as part of the MTSS Framework. Our entire staff will be trained in Leader in Me, for schoolwide implementation. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement.

Reflections: Technical Assistance

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

Elevate School is not eligible for Technical Assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Elevate School is not eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators/Administrative Leadership Team	Elevate School engaged its administrative leadership in ongoing, structured dialogue to inform the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding. **Engagement Process:** The Leadership Team meets twice per month throughout the school year, from October 2025 through May 2026. These standing meetings provide a consistent forum for administrators to review school data, surface site-level needs, evaluate program effectiveness, and contribute to decision-making on schoolwide priorities. During these meetings, the Leadership Team reviewed the comprehensive needs assessment and discussed the strategic allocation of Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds to ensure that resource decisions are grounded in identified student and educator needs and aligned to evidence-based practices. The twice-monthly cadence allows administrators to engage iteratively rather than only at year-end, ensuring that programmatic strengths and emerging needs are addressed in real time and that the LCAP and funding allocations remain responsive to school-level evidence throughout the year. **Feedback from Administrative Leadership Team:** Through these meetings, the Leadership Team contributed the following input that has informed Elevate's LCAP and program priorities: • Gratitude for the hard work, dedication, and deep care of Elevate staff and Elevate families • A commitment to continue implementing and refining feedback and evaluation cycles for teachers and staff, including calibration between different evaluators and support strategies • A desire for continued investment in administrators' professional growth and leadership development • A commitment to continue devoting time and attention to developmentally appropriate technology usage for students • Continue to build capacity at school site to address the social-emotional, behavioral and mental health needs of our students, through Counseling services, Behavioral interventionist and Dean of Students.

Educational Partner(s)	Process for Engagement
Teachers	Elevate School engages teachers in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding through structured leadership representation and schoolwide feedback opportunities. **Engagement Process:** The Instructional Leadership Team (ILT) meets twice per month throughout the school year, from September 2025 through May 2026, and is comprised of teachers and administrators representing all campuses. The ILT serves as the primary forum through which teacher perspectives inform schoolwide instructional planning, professional development priorities, and continuous improvement decisions. During these meetings, the ILT reviewed the comprehensive needs assessment and discussed the strategic allocation of Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds to ensure that resource decisions are grounded in identified student and educator needs and aligned to evidence-based practices. In addition to ILT participation, Elevate administered a schoolwide staff survey in early April to gather broad teacher and staff input on program effectiveness, student support systems, and workplace culture. Survey results were reviewed by the ILT and Leadership Team and incorporated into needs assessment analysis and LCAP planning. **Feedback from the Instructional Leadership Team** Through twice-monthly ILT meetings, teachers contributed the following input that has informed Elevate's LCAP and program priorities: • ILT members reported high appreciation for the continuous high effort from teachers at their respective campuses • An identified need to develop support systems for teachers and staff to sustain energy throughout the school year • Continue to provide support staff to address the academic, social-emotional, behavioral and mental well-being of students: Dean of Students, RtI Interventionist, Counselors, Psychologists, and Instructional Coaches. • A commitment that teachers will engage in differentiated professional development through book studies in areas identified for grade span Professional Learning Community (PLC) growth, participating through reading, discussion, and opportunities to share their learning across grade span PLCs **Feedback from the Staff Survey:** The schoolwide staff survey administered in early April yielded the following key findings: • 97.5% of staff agree that Elevate has an effective system to monitor all students' progress toward meeting academic standards • 92.7% of staff agree that Elevate has an effective system to promote and monitor students' social-emotional well-being • 97.5% of staff agree that Elevate demonstrates care and concern for each staff member • Multiple teachers expressed a desire for a new, comprehensive phonics program or curriculum

Educational Partner(s)	Process for Engagement
Classified Staff	Elevate School engages classified staff in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding through schoolwide feedback opportunities and ongoing site-level dialogue. **Engagement Process:** Elevate administered a schoolwide staff survey in early April to gather classified staff input alongside certificated staff input on program effectiveness, student support systems, workplace culture, and professional learning needs. The survey is one of Elevate's primary mechanisms for collecting classified staff perspective, including input from paraprofessionals, Specialized Academic Instruction (SAI) support staff, school registrars, counselors, and other classified team members who work directly with students every day. Survey results were reviewed alongside the comprehensive needs assessment, and the discussion of how to strategically allocate Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds was informed by the needs and priorities surfaced through classified staff feedback. **Feedback from Classified Staff:** Through the April 2026 staff survey, classified staff contributed the following input that has informed Elevate's LCAP and program priorities: • A request for continued clarity and training in addressing challenging student behaviors, including familiarity with Section 504 plans, Behavior Interventionists, Individualized Education Programs (IEPs), and behavior support plans • Appreciation for the increase in staffing at the 4/5 and middle school campus • A desire for continued training in providing academic interventions, particularly at the middle school campus
Students	Elevate School engages students in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding through structured student voice mechanisms, including the Student Advisory Committee and schoolwide student surveys. **Engagement Process** Student voice is gathered through two primary mechanisms. First, the Student Advisory Committee, comprised of middle school students, provides ongoing input on school programs, climate, and decision-making, fulfilling the requirement to include pupils in LCAP development for charter schools serving any of grades 7 through 12 per California Education Code Section 52063(b)(1). Second, Elevate administers schoolwide student surveys, including the 2026 MRA/Leader in Me Survey (administered to 227 students in grades 4-8) and an end-of-year (EOY) survey, to capture broad student perspective on school climate, belonging, safety, and program effectiveness. Student survey results were reviewed alongside the comprehensive needs assessment, and the discussion of how to strategically allocate Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds was informed by the needs and priorities surfaced through student feedback. **Feedback from Students:** Through the 2026 MRA/Leader in Me Survey, the end-of-year survey, and Student Advisory Committee participation, students contributed the following input that has informed Elevate's LCAP and program priorities:

Educational Partner(s)	Process for Engagement
	Student Voice on Enrichment and Career Exploration • A desire for more opportunities to engage in enrichment activities that meaningfully connect to the Social-Emotional Learning (SEL) and Leadership in Action (LIA) curriculum, with examples including Bullying Prevention, Kindness Week, and Suicide Prevention programming • An overwhelmingly positive response to Elevate's first Middle School Career Day, with students reporting they were more knowledgeable about future careers as a result • A request for additional learning resources to use as alternatives to educational technology reliance **End-of-Year Survey Results** • 97.3% of students reported feeling safe • 91.2% of students reported feeling connected **2026 MRA/Leader in Me Survey Results (Grades 4-8, 227 Students)** • School Belonging: 80% of students feel cared about and understood by people in their school, an increase of 2 percentage points from the 2025 MRA results • Trusted Relationships: 78% of students reported that they have high-trust relationships with people at school that they feel comfortable with and connect to, an increase of 5 percentage points from the 2025 MRA results • Social Supports: 81% of students have a high-expectations relationship with someone who provides the encouragement and support they need to lead their learning, an increase of 5 percentage points from the 2025 MRA results.
Student Advisory Committee	Elevate School engages middle school students through the Student Advisory Committee (SAC) as a structured, ongoing mechanism for elevating student voice in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding. **Engagement Process:** The Student Advisory Committee meets weekly throughout the 2025-26 school year to offer student input and plan initiatives for both the middle school campus and the school as a whole. The SAC fulfills the requirement to include pupils in LCAP development for charter schools serving any of grades 7 through 12 per California Education Code Section 52063(b)(1) and serves as the primary forum through which middle school students contribute to schoolwide decision-making. During SAC meetings, students reviewed school priorities and discussed program effectiveness, with input from the SAC informing the comprehensive needs assessment and the strategic allocation of Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds. The LCAP was formally presented at the SAC meeting on May 22, 2026, providing SAC members with the opportunity to review and respond to the draft plan before finalization. **Feedback from the Student Advisory Committee** Through weekly SAC meetings during the 2025-26 school year, students contributed the following input that has informed Elevate's LCAP and program priorities:

Educational Partner(s)	Process for Engagement
	• SAC students reported high appreciation for Elevate teachers and staff • In response to an increase in off-task behavior in late fall, the Student Advisory Committee established and led a mid-year leadership-focused "Show Your Leadership" initiative to spotlight students exhibiting positive leadership, demonstrating that the SAC operates not only as a feedback body but also as a student-led action body capable of designing and implementing schoolwide initiatives • A desire for more opportunities to connect upper and lower grades • A desire for additional after-school club options and for students to have a voice and vote in determining club focus areas and activities • A desire for more community outreach opportunities, including opportunities for Elevate students to interact with the community outside of school
Parents	Elevate School engages parents, including parents of Unduplicated Pupils and parents of Students with Disabilities (SWD), in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding through multiple required advisory committees and schoolwide family feedback opportunities. **Engagement Process** Parent input is gathered through three primary mechanisms. First, the Parent Advisory Committee (PAC) per California Education Code Section 52062(a)(1) and the English Learner Parent Advisory Committee per California Education Code Section 52062(a)(2) provide ongoing structured forums through which parents, including parents of Unduplicated Pupils, contribute to LCAP development and review school programs and policies. Second, consultation with the Special Education Local Plan Area (SELPA) per California Education Code Section 52062(a)(5) ensures that the perspectives and needs of parents of Students with Disabilities are reflected in LCAP planning. Third, Elevate administered the Family LCAP Survey in March 2026 to capture broad family input on school climate, academic programming, family engagement, and student support across all student groups. Family survey results were reviewed alongside input from the PAC and EL-PAC and the comprehensive needs assessment, and the discussion of how to strategically allocate Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds was informed by the needs and priorities surfaced through family feedback. **Feedback from Parents:** Through the Family LCAP Survey administered in March 2026, parents contributed the following input that has informed Elevate's LCAP and program priorities: **Family Survey Results** • 99.2% of families reported that their child is connected to others at school • 98.4% of families agree that Elevate promotes academic excellence for all students • 98.4% of families agree that their child is safe at school

<table>
<tr><th>Educational Partner(s)</th><th>Process for Engagement</th></tr>
<tr><td></td><td>Identified Strengths
Families continue to identify academics, leadership, and a small-school environment as Elevate's greatest strengths
Families report very positive perceptions of school climate, belonging, instruction, and staff responsiveness
Identified Growth Areas and Requests
A key growth area is family connection, particularly helping parents feel more connected to one another
Families would like expanded intervention, tutoring, enrichment, and after-school opportunities
Families want continued focus on social-emotional support, bullying prevention, and safety, especially at the middle school level (Counseling services, Behavioral support, Interventionists)
Family survey feedback provides important input for LCAP goal-setting around student support, family engagement, communication, and school culture.</td></tr>
<tr><td>Parent Advisory Committee</td><td>Elevate School engages parents through the Parent Advisory Committee (PAC) as a required, ongoing structured forum for educational partner engagement in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding.

Engagement Process

The Parent Advisory Committee meets throughout the school year and met on the following dates during the 2025-26 LCAP development cycle: November 5, 2025; February 4, 2026; March 18, 2026; and May 20, 2026. The PAC fulfills the requirement specified in California Education Code Section 52062(a)(1) and provides a forum through which parents, including parents of Unduplicated Pupils, contribute input on school programs, policies, and improvement priorities. During these meetings, the PAC reviewed the comprehensive needs assessment and discussed the strategic allocation of Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds to ensure that resource decisions are grounded in identified student and family needs and aligned to evidence-based practices. The PAC also received Elevate's written responses to PAC input as required by California Education Code Section 52062(a).

Feedback from the Parent Advisory Committee

Through the four PAC meetings held during the 2025-26 school year, parents contributed the following input that has informed Elevate's LCAP and program priorities:

Communication and Engagement Suggestions
Parents expressed survey fatigue and information gaps and suggested enhancing the Thursday Newsletter to serve as a one-stop resource for school information to increase family engagement
Parents would like to find better ways to be more involved with one another outside of school
Parents commented that the transition to the TS campus can be difficult for families and suggested implementing more targeted community-building activities to help this group of families feel a stronger sense of belonging and connection</td></tr>
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<table>
<tr><th>Educational Partner(s)</th><th>Process for Engagement</th></tr>
<tr><td></td><td>Affirmations of Strengths
Parents remarked that they appreciate that the school maintains a rigorous curriculum
Parents expressed gratitude that the school is highly responsive to parent suggestions</td></tr>
<tr><td>English Language Advisory Committee</td><td>Elevate School engages the parents of English Learners through the English Learner Advisory Committee (ELAC) as a required, ongoing structured forum for educational partner engagement in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding.

Engagement Process

The English Learner Advisory Committee met on the following dates during the 2025-26 LCAP development cycle: September 19, 2025; December 5, 2025; and April 17, 2026. ELAC is required under California Education Code Section 52176 for schools enrolling 21 or more English Learners and provides a forum through which the parents of English Learners contribute input on programs and services that support English Learner students, including designated and integrated English Language Development (ELD) instruction, reclassification criteria, and EL family engagement. Elevate does not meet the enrollment thresholds requiring the formation of an English Learner Parent Advisory Committee (EL-PAC) under California Education Code Section 52063(b)(2); ELAC therefore serves as the school's parent advisory body specific to English Learner programming and is consulted in fulfillment of the educational partner engagement requirements applicable to LCAP development. During these meetings, the committee reviewed the comprehensive needs assessment and discussed the strategic allocation of Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds to ensure that resource decisions are grounded in identified EL student and family needs and aligned to evidence-based practices.

Feedback from the English Learner Advisory Committee

Through the three ELAC meetings held during the 2025-26 school year, parents of English Learners contributed the following input that has informed Elevate's LCAP and program priorities:
Parents would like student participation in ELAC events designed to include families
Parents requested that meeting times include evenings and Zoom options to accommodate family schedules and increase accessibility
Parents expressed appreciation for staff and the support provided to their students</td></tr>
<tr><td>SELPA</td><td>Elevate School consults with its Special Education Local Plan Area (SELPA) as a required educational partner in the development, implementation, and refinement of the Local Control and Accountability Plan (LCAP), the needs assessment, and the strategic allocation of categorical funding.

Engagement Process

Elevate is a member of the El Dorado SELPA and consulted with the SELPA on the development of the 2026-27 LCAP, with specific consultation on Goal 1, Action 5 (Services to Support Students with Disabilities), in compliance with California Education Code Section 52062(a)(5). On May 14, 2026, Elevate sent a formal request to the El Dorado</td></tr>
</table>

Educational Partner(s)	Process for Engagement
	SELPA for feedback on the special education action item in the 2026-27 LCAP, providing the SELPA with an opportunity to review the proposed services and supports for Students with Disabilities before LCAP finalization. As part of this consultation, the needs assessment and the strategic allocation of Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds were discussed in the context of how those resources align with and supplement the services described in the special education action item, ensuring that funding decisions are grounded in identified student needs and aligned to evidence-based practices. Feedback from the SELPA**:** To date Elevate has not received any feedback from its SELPA.
Governing Board: Public Hearing & Adoption/Approval 2026-27 LCAP	Elevate presented the 2026-27 LCAP for discussion at a Public Hearing held during the June 8, 2026 Governing Board meeting, providing the public, educational partners, and Board members with the opportunity to review and comment on the proposed plan. Following the Public Hearing, the LCAP was presented to the Governing Board for adoption and approval at the same June 8, 2026 meeting, alongside the 2026-27 Budget and the 2026 Local Indicators report. The simultaneous presentation of these three documents allowed the Board to consider the LCAP's programmatic priorities, the corresponding fiscal commitments, and the school's locally reported performance on Priority Areas in a single, integrated review. In preparation for Board adoption, the comprehensive needs assessment and the strategic allocation of Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds were presented to the Board to ensure that the Board's approval of the LCAP and the 2026-27 Budget was informed by the underlying needs analysis and the evidence-based practices selected to address identified student and educator needs.

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

Educational partner engagement during the 2025-26 LCAP development cycle directly shaped the 2026-27 adopted LCAP. The feedback summarized below is mapped to the specific LCAP goal and action where the corresponding program, system, or personnel are reflected.

Administrative Leadership Team: The Leadership Team identified a continuing need to build site-level capacity to address student social-emotional, behavioral, and mental health needs through counseling services, a Behavior Interventionist, and a Dean of Students presence at each campus. This feedback is reflected in Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs), where counselors, a Behavior Interventionist, and Campus Deans serve as the core staffing for the schoolwide MTSS framework. The Leadership Team’s commitment to developmentally appropriate technology use is reflected in the 2026-27 revision to Goal 2, Action 4 (Technology Learning Tools and Usage). The commitment to refining feedback and evaluation cycles is reflected in Goal 2, Action 2 (Professional Development).

Instructional Leadership Team (ILT): The ILT identified an ongoing need for support staff to address academic, social-emotional, and behavioral student well-being, naming Dean of Students, RTI Interventionists, Counselors, Psychologists, and Instructional Coaches. This is reflected in Goal 1, Action 2 (Addressing Academic Needs to Accelerate Learning) for RTI Interventionists and instructional coaches, and in Goal 1, Action 3 for counselors, psychologists, and Campus Dean leadership of MTSS. The ILT’s commitment to differentiated PD through grade-span book studies is reflected in Goal 2, Action 2 (Professional

Development).

Classified Staff: Classified staff requested continued clarity and training in addressing challenging behaviors, including familiarity with Section 504 plans, Behavior Interventionists, IEPs, and behavior support plans. This is reflected in Goal 1, Action 3 (Behavior Interventionist deployment and BSP implementation), Goal 1, Action 5 (Services to Support SWD) through SPED team and Behavior Interventionist collaboration, and Goal 2, Action 2 (Professional Development) through PD on behavior management, legal and procedural requirements, and inclusive teaching strategies. Classified staff appreciation for staffing increases at the 4/5 and middle school campuses and a desire for continued training in academic interventions is reflected in Goal 1, Action 2 and Goal 2, Action 2.

Students: Through the 2026 MRA/Leader in Me Survey, the end-of-year survey, and the Student Advisory Committee, students requested additional learning resources as alternatives to educational technology reliance. This is reflected in the 2026-27 revision to Goal 2, Action 4 (Technology Learning Tools and Usage), committing to ongoing assessment of student screen time and balanced digital learning practices. Student interest in enrichment connected to SEL and Leadership in Action (LIA), including Bullying Prevention, Kindness Week, and Suicide Prevention, is reflected in Goal 1, Action 3 through Leader in Me programming, schoolwide SEL, and community partnerships for suicide prevention.

Student Advisory Committee (SAC): The SAC requested more opportunities to connect upper and lower grades, additional after-school club options with student voice in club selection, and more community outreach opportunities. This is reflected in Goal 3, Action 1 (Promoting Positive School Climate, Student Engagement, and Safe Learning Environment), which includes cross-campus community-building events and student leadership structures, and in Goal 3, Action 2 (Parent Input in Decision-Making) through the Student Advisory Committee as a formal voice in school decision-making.

Parents (Family LCAP Survey): Families identified family-to-family connection as a key growth area and requested expanded intervention, tutoring, enrichment, and after-school opportunities, along with continued focus on social-emotional support, bullying prevention, and middle school safety, naming counseling services, behavioral support, and interventionists. The family connection focus is reflected in Goal 3, Action 1 and Goal 3, Action 3 (Opportunities to Support Parent Engagement and Participation), including the redesigned Thursday Newsletter, family events, and continued workshop refinement. The intervention, tutoring, and after-school requests are reflected in Goal 1, Action 2 (RTI, ELO-P after-school tutoring, and Thursday ISC Make-Up sessions). The middle school SEL and safety focus is reflected in Goal 1, Action 3.

Parent Advisory Committee (PAC): The PAC identified the 3rd-to-4th and TS campus transitions as difficult for families and suggested targeted community-building activities, an enhanced Thursday Newsletter, and broader family-to-family connection opportunities. These are reflected in Goal 3, Action 2 (Parent Input in Decision-Making) through the 3rd-to-4th grade transition focus and the MVP program expansion to the TK-3 and 4-5 campuses, and in Goal 3, Action 3 (Opportunities to Support Parent Engagement and Participation) through the Thursday Newsletter redesign and continued community-building events.

English Learner Advisory Committee (ELAC): ELAC parents requested that meeting times include evenings and Zoom options and that ELAC events be designed to include student participation alongside families. This is reflected in Goal 3, Action 2 (Parent Input in Decision-Making), which commits Elevate to offering ELAC meetings at morning, afternoon, and evening times, with dinner and childcare at evening meetings to support EL family engagement.

SELPA: As of LCAP adoption, Elevate had not received feedback from the El Dorado SELPA on Goal 1, Action 5 (Services to Support Students with Disabilities). Any feedback received after adoption will be incorporated into mid-year action refinement and the next annual update cycle.

Governing Board: The Governing Board held a Public Hearing on the 2026-27 LCAP on June 8, 2026, and adopted the LCAP, the 2026-27 Budget, and the 2026 Local Indicators report at the same meeting. The Board's review of the needs assessment, the LREBG plan, and the proposed actions shaped final approval of the staffing, programmatic, and fiscal commitments described across all three goals.

Goals and Actions

Goal

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.

Elevate School developed this LCAP goal because high-quality student learning comes about when the educational program is deeply grounded in grade-level standards, excellent classroom and small-group instruction, and timely and ongoing review and analysis of student work and data. The elements of this goal work in harmony to ensure that each student receives a high-quality, personalized education.

Anchoring the Goal in Continuous Improvement and Data-Informed Practice: Elevate's three-year Strategic Plan identifies continuing to build a cohesive and thriving K-8 program as one of three top priorities. This goal operationalizes that priority by committing the school to an integrated infrastructure for ongoing analysis and monitoring of local and state data, including student achievement data used to measure program effectiveness. Without a deliberate, schoolwide system for collecting, analyzing, and acting on multiple data sources, individual classroom successes do not translate into reliable, schoolwide academic excellence. A formalized data infrastructure ensures that instructional decisions, professional development priorities, and resource allocation are grounded in evidence rather than assumption.

Ensuring Equitable Services for All Students and Student Groups: The needs assessment surfaced student group performance variation on the 2025 California School Dashboard, including a Red performance level for the Socioeconomically Disadvantaged student group on the Chronic Absenteeism indicator and Orange performance levels for All Students, Students with Disabilities, African American, Hispanic, and Two or More Races students on the same indicator. Variation in performance across student groups means that a one-size-fits-all approach cannot deliver equitable outcomes. This goal therefore commits Elevate to providing seamless, integrated student supports that respond to the specific needs of each student group, including English Learners, Socioeconomically Disadvantaged students, Foster Youth, and Students with Disabilities, ensuring that equitable services produce equitable opportunities for academic excellence.

Integrating the Three Elements That Drive High-Quality Learning: This goal is built around three interconnected elements: grade-level standards-aligned instruction, excellent classroom and small-group instructional practice, and continuous review and analysis of student work and data. These elements are not independent priorities; they reinforce one another. Standards-aligned curriculum without strong instructional delivery does not produce student learning. Strong instructional delivery without ongoing data review cannot be calibrated to evolving student needs. Ongoing data review without a foundation in standards and instruction has nothing meaningful to measure. By treating these three elements as a single integrated system, this goal ensures that each student receives a high-quality, personalized education and that the school as a whole sustains academic excellence schoolwide.

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 African American +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	2025-26 ELA CAASPP DFS All Students >70. EL >30 SED >40 SWD +8.5 African American >50 Hispanic >55 White >70. Two or More Races >75	All Students: -4.5 EL: N/A SED: -11.3 SWD: +16.2 African Am: -23.6 Hispanic: -5 White: +7.2 Two or More: +17.5
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	2025-26 Math CAASPP DFS All Students >40 EL +6.0 SED +10.5 SWD -11 African American +18 Hispanic >25 White >50 Two or More Races >50	All Students: -5.1 EL: N/A SED: -17.7 SWD: +28.6 African Am: -25.3 Hispanic: -1.7 White: +24.6 Two or More: +25.4
3	CA Science Test (CAST) % Met or exceeded standards	2022-23 CAST % Met/exceeded All Students 57.14% SED 51.35% Hispanic 59.46% White 57.57% Source: [CAASPP]()	2023-24 CAST % Met/exceeded All Students 67.02% SED 53.66% Hispanic 54.54% White 69.69% Source: [CAASPP]()	2024-25 CAST % Met/exceeded All Students 54.45% SED 45.00% Hispanic 42.42% White 60.71% Source: [CAASPP]() 2024-25 CAST (Science Points) All Students 65.0 White 57.6	2025-26 CAST (Science Points) All Students 65.5 White 58.1	All Students: -2.69% SED: -6.35% Hispanic: -17.03% White: +3.14%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				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	2025-26: 48.3%	-6%
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	2025-26: 36.1%	-9.35%
6	Reclassification Rate Source: CALPADS	2022-23: 6.1%	2023-24: 9.76%	2024-25: 12%	2025-26: 47%	+5.9%
7	Attendance Rate Source: CALPADS	2022-23: 95%	2023-24: 95.34%	2024-25: 94.9%	2025-26: 95.7%	-0.1%
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%	2025-26 Chronic Absenteeism Rate All Students 6.0% EL 9.0% SED 8.2% SWD 8.0% African American 7.9% Hispanic 8.5% White 6.0% Two or More Races 5.5%	All Students: -1.1% EL: -3.3% SED: +0.4% SWD: -3.0% African Am: +4.4% Hispanic: -5.4% White: -3.8% Two or More: +0.6%
9	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	2025-26 Suspension Rate All Students 0.8% EL 0.0% SED 0.4% SWD 0.2% African American 0.0% Hispanic 0.2% White 0.2% Two or More Races 0.4%	All Students: +0.2% EL: 0% SED: 0% (no change) SWD: +1.3% African Am: +2.3% Hispanic: -1% White: +0.1% Two or More: +1.3%
11	Expulsion Rate Source: [Dataquest]()	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
12	% students participating in elective course or enrichment. Source: Master Schedule, CALPADS	2023-24: 100%	2024-25: 100%	2025-26: 100%	2025-26:100%	0%
13	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 100%	2023-24: 82%	2024-25: 100%	2025-26:100%	0%
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%	2025-26:100%	+5%

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.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
o % of pupils prepared for college by the EAP (gr 11 SBAC) • Priority 5: o High School dropout rate o High School graduation rates						

Goal Analysis for 2025-26

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

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

Action 1: Elevate School has successfully administered all assessments with fidelity and in alignment with the 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.

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.

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.

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 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.

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.

Beginning Phonics Skills Test (BPST) has been administered twice for K–5 students and three times for RTI students.

Sight Word Assessments have been administered twice for K–2 students and three times for RTI students.

Writing Benchmarks have been administered twice this year and inform classroom writing instruction.

NewsELA, a new addition this year for grades 5–8, provides standards-based ELA assessments for upper-grade students.

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.

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 be made collaboratively based on data.

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.

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.

<u>Successes</u>

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.

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.

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.

Cross-Grade Collaboration: Reviewing longitudinal CAASPP data has strengthened cross-grade collaboration by highlighting the interdependence of grade levels in supporting student growth.

<u>Challenges and Responses</u>

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.

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.

Multi-Campus Coordination: Being on separate campuses can make it challenging for ILT members to understand student and professional development needs across all grade levels. This challenge is addressed through regular campus reports during ILT meetings.

Action 2: 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 in implementation across campuses and grade spans.

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.

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.

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.

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 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.

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.

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 consistently used as part of the ELA block.

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.

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.

After-school academic intervention is currently provided through 8th grade ELA and Math tutoring. Intercession camps in November and December were fully staffed with teachers and support staff.

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.

Successes

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.

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.

Reading Growth: Students demonstrated significant reading growth, with the percentage of K–8 students scoring at or above grade level on the i-Ready reading diagnostic increasing from 49 percent to 76 percent between the beginning-of-year and midyear assessments.

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.

Systematized Support: Intervention systems have been strengthened across the school, with SAI support becoming highly systematized within the middle school schedule.

Challenges and Responses

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.

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.

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.

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.

Action 3: 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.

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 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.

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/missed assignments after returning from pre-scheduled school absences 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.

Designated attendance monitors and multi-campus coordination: Support staff members on each campus were designated as Attendance 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.

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 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.

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.

Action 4: 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 improve EL program management and progress monitoring.

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.

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.

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 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.

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.

Ellevation implementation and program management: Elevate implemented Ellevation to centralize EL data, support progress monitoring, 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.

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.

Action 5: 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.

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.

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.

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.

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. 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.

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.

Action 6: 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.

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 enrichment opportunities that enhance learning and foster creativity.

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.

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.

<u>Successes</u>

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 engaging, relevant, and promotes deeper student understanding of content.

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.

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.

Challenges and Responses

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 in these areas to maintain high-quality instruction in all course offerings.

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

For Goal 1, Actions 1, 3, 5, and 6, there were no material differences between the budgeted expenditures and the estimated actual expenditures. Elevate School implemented the planned actions in alignment with the adopted budget, and expenditures tracked consistently with the amounts identified in the 2025-26 LCAP.

For **Goal 1, Action 2 (Addressing Academic Needs to Accelerate Learning)**, there was a material difference between the budgeted expenditures and the estimated actual expenditures. Estimated actual expenditures exceeded budgeted expenditures because Elevate hired an additional RTI Interventionist during the 2025-26 school year to provide academic support for students. This staffing increase responded to identified student need for additional Tier 2 and Tier 3 intervention capacity and was implemented to ensure that students requiring targeted academic support could receive timely intervention without delay.

For **Goal 1, Action 4 (Strengthening English Learner Program and Services)**, there was a material difference between the budgeted expenditures and the estimated actual expenditures. Estimated actual expenditures exceeded budgeted expenditures because of the cost of an additional English Learner Coordinator hired during the 2025-26 school year. This staffing increase strengthened EL program coordination, ELPAC and ELPI progress monitoring, reclassification workflows, and family engagement for English Learner families, ensuring that EL students continued to receive coordinated, standards-aligned services.

There were no material differences between the planned percentages of improved services and the estimated actual percentages of improved services for actions contributing to the increased or improved services requirement for unduplicated students.

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

Action 1: Elevate has been highly effective in implementing assessments with fidelity. This action has been highly effective and is on track to meet its intended outcome. Elevate administered every assessment in the 2025-26 calendar with fidelity, with all campuses applying common protocols for i-Ready, Illuminate benchmarks, Illustrative Math unit tests, Fountas & Pinnell, BPST, Sight Word, Writing Benchmarks, and the new NewsELA assessment for grades 5-8, ensuring that data are comparable across classrooms and sites.

The clearest evidence of impact is the consistent growth observed among students receiving RTI services. Elevate attributes this growth to three reinforcing practices: full integration of assessment data into EduClimber, collaborative analysis among classroom teachers, RTI interventionists, and SAI support staff, and joint professional development that produces a shared understanding of student present levels. The Instructional Leadership Team's twice-monthly review of longitudinal data has further calibrated this year's professional development focus on small-group instruction for reteaching, review, and enrichment. Targeted Fountas & Pinnell calibration training resolved a long-standing scoring inconsistency and increased confidence in the validity of K-5 reading data, and longitudinal CAASPP analysis surfaced i-Ready's predictive value (students one grade level below on the end-of-year i-Ready Diagnostic typically reach CAASPP proficiency), confirming that the assessment system functions as an early indicator rather than only a summative measure. The remaining areas of growth, deepening teacher fluency with i-Ready's progress-toward-typical-growth reports and protecting time for continuous data analysis, are being actively addressed through Dean-led modeling and the new data walls.

Action 2: 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% to 76% 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 community needs and supporting student success beyond the regular school day.

Action 3: **Effectiveness:** Implementation has been effective based on measurable and observable outcomes:

- YTD 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.
- Elevate has developed and implemented a comprehensive plan to further reduce chronic absenteeism rates that has resulted in a decline this school year.

Action 4: The action has been effective in strengthening EL supports through individualized planning, 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.

Action 5: Elevate's four Education Specialists have strengthened special education capacity and supported measurable student growth. On end-of-year diagnostics:

- In grades K–5, 62% of SWD increased placement levels in ELA and 86% increased placement levels in math.
- In grades 6–8, 59% of SWD increased placement levels in ELA and 48% increased placement levels in math.

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.

Action 6: 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.

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

Elevate School develops a one-year LCAP to review, revise, and refine its actions based on local and state data. Elevate is a data-driven school, and the allocation of human, physical, and fiscal resources is made based on measuring program effectiveness and incorporating feedback from its educational partners.

There will be no changes to the goal, metrics, or target outcomes for the 2026-27 LCAP. Elevate develops an annual goal each year, and target outcomes are revised annually as part of the school's schoolwide improvement cycle. The following changes to actions for the 2026-27 school year reflect this continuous improvement approach.

Changes to Assessment and Early Literacy Screening: Elevate will add the Multitudes K-2 Dyslexia Screener to its assessment suite, consistent with California Education Code Section 53008. The screener will be administered to all kindergarten through second grade students and to students new to California schools who have not previously been screened for dyslexia, ensuring earlier identification of risk for word reading difficulties.

Changes to Tiered Intervention Structure: The RTI program will continue in grades K-5. For TK students, interventions will be embedded into the school day to minimize disruption and support the development of kindergarten readiness and social-emotional skills, an approach that recognizes the developmental needs of the youngest learners. There will be additional emphasis on maintaining program fidelity and accountability.

Changes to Staffing and Leadership Roles: The Dean of Students role has been eliminated for 2026-27. The responsibilities previously assigned to that role, including MTSS leadership, data analysis, Interventionist coaching, professional learning support, and progress monitoring, will be redistributed to Campus Deans and support staff. In addition, the counselor position will be expanded from part-time to full-time to strengthen direct counseling services, SEL programming, and student support across the school.

Changes Related to Transitional Kindergarten: With the addition of TK in 2026-27, Elevate will implement the Leader in Me TK curriculum as the SEL program for transitional kindergarten students, ensuring that the school's K-8 Leader in Me framework extends to the earliest grade served by the school.

New Independent Study Make-Up Sessions: Beginning at the start of the 2026-27 school year, each Elevate campus will offer Thursday after-school Independent Study Contract (ISC) Make-Up sessions, where a designated staff member will provide academic support for students who did not complete their ISC work while out of school. This addition addresses a need identified through the chronic absenteeism root cause analysis, supports both academic progress and attendance recovery, and has been positively received by families during early implementation in 2025-26.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	Elevate School utilizes a comprehensive suite of academic screeners and benchmark assessments to establish baseline performance, identify learning gaps, monitor student progress, set annual growth targets, and screen for risk of word reading difficulties, including dyslexia, consistent with California Education Code Section 53008. **Assessment Tools and Schedule:** • i-Ready Reading and Math (K-8): Administered three times per year for diagnostic data and progress monitoring. (LREBG Funded: $22,760) • Illuminate Benchmark Assessments (1-8): Assess student understanding of core content standards.	$23,791	N

Action #	Title	Description	Total Funds	Contributing
		• 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. • Beginning Phonics Skills Test (BPST) (K-5): Assess phonics and decoding skills. • Sight Word Assessments (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. • Multitudes Dyslexia Screener (K-2): Administered to all kindergarten through second grade students to identify risk of word reading difficulties, including dyslexia. Multitudes will also be administered to students new to California schools who have not been previously screened for dyslexia. **Data Integration and Analysis:** EduClimber serves as an interactive platform that consolidates whole-child data, including assessment results, intervention tracking, and progress monitoring. The system supports collaboration, effectiveness reporting, and early warning identification, and strengthens Multi-Tiered System of Supports (MTSS) implementation. **Instructional Leadership and Data-Driven Decisions:** The Instructional Leadership Team regularly reviews and analyzes assessment data to inform instructional practices and professional learning priorities. **Assessment Quality and Instructional Impact:** The State Board of Education has approved i-Ready 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. **Collaborative Data Use and RTI Alignment:** 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		

Action #	Title	Description	Total Funds	Contributing
		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 be made collaboratively based on data.		
2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	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. **Key Components of the Tiered Support System:** Campus Deans, in collaboration with support staff, will lead the Multi-Tiered System of Supports (MTSS) to ensure students receive the interventions needed to improve outcomes. This work includes analyzing student data to drive informed decision-making, maximizing support systems to enhance student achievement, coaching Interventionists, leading professional learning as needed to equip educators and support staff with the skills to deliver targeted, tiered interventions, and monitoring student progress to evaluate program effectiveness. • **Tiered Intervention:** Identified students will receive targeted academic support from RTI interventionists and paraprofessionals through push-in and small group instruction. Student identification and progress monitoring will be based on universal screeners and ongoing assessment data. RTI will continue in grades K-5. For TK students, interventions will be embedded into the school day to minimize disruption and to support the development of kindergarten readiness and social-emotional skills. • **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 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. • **Expanded Learning Opportunities:** Elevate will offer after-school small group tutoring throughout the year to students in grades 2-8. Elevate will continue to offer expanded learning opportunities, including after-school academic and social enrichment, summer programming, and ELO-P Intercession camps in November, December, April, and June, with priority access for low-income and foster youth (ELO-P funded). After-	$453,459	N

Action #	Title	Description	Total Funds	Contributing
		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. Specialized Academic Instruction (SAI) staff will continue to provide support during core subjects, ensuring students with disabilities receive appropriate modifications and accommodations.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	**Dashboard Performance and Identified Need:** On the 2025 California School Dashboard, reflecting 2024-25 performance, Elevate School received a Red performance level for the Chronic Absenteeism indicator for the Socioeconomically Disadvantaged (SED) student group, with a chronic absenteeism rate of 10.9% (up from 6.3% in 2023-24). The 'All Students' rate was 9.5% (Orange), and Students with Disabilities, African American, Hispanic, and Two or More Races students each landed at Orange. English Learner and White student groups improved year-over-year and earned Green. In prior years, Elevate received a Red performance level for the Hispanic student group on the 2023 California School Dashboard. The 2024 Dashboard improved to Yellow even as the Hispanic chronic absenteeism rate increased from 16.7% to 21.7%. A needs assessment and root cause analysis conducted by the Leadership Team identified no single dominant pattern, but found that absenteeism is most often linked to family circumstances such as siblings absent together, medically fragile students, frequent medical appointments for students with health conditions or their siblings, and incomplete Independent Study Contract (ISC) work following family vacations. The 2025-26 internal review further identified that approximately 29% of chronically absent students are newly enrolled at Elevate and approximately 61% are in grades 6-8, indicating that new-student onboarding and middle school engagement are priority areas. Elevate School will implement the following: **Family Engagement and Communication:** At the start of the school year, Campus Deans and Leadership Team members will proactively communicate with families about the importance of daily attendance and its impact on student achievement, with the message delivered in person at Back to School Night and reinforced through a whole-school cadence of positive attendance communications, particularly around school breaks. Case managers will connect directly with families who have a history of chronic absenteeism or who are identified as at-risk through historical data review conducted before the start of the school year, ensuring ongoing support and communication. Returning	$523,725	Y

Action #	Title	Description	Total Funds	Contributing
		families whose child was chronically absent the prior year will be invited to a start-of-year meeting with school staff. **Attendance Incentives and Policy:** Schoolwide attendance incentives and contests will be implemented through an established attendance incentive calendar that engages the entire school community, alongside regular communication with families about attendance expectations. Elevate's attendance policy will be strengthened and clearly communicated to staff, families, and students, with defined expectations, consequences, and the school's compulsory attendance enforcement obligations. The School Attendance Team, established in January 2025, will continue meeting and will define thresholds for tiered intervention (for example, 7%, 10%, and 15% absence rate triggers). **Designated Attendance Monitors and Tiered Intervention:** Each campus has a designated staff member (in addition to the Campus Dean) responsible for weekly attendance monitoring and leading student and family engagement efforts. Tiered interventions are aligned to Elevate's MTSS framework: • **Tier 1 (All Students):** Beginning-of-year attendance message, positive attendance communications, attendance incentive calendar, parent education on the importance of daily attendance, and quarterly school climate mini-surveys delivered through the middle school Leadership in Action class. • **Tier 2 (At-Risk Students):** Weekly review of the Attendance Snapshot to identify students needing Tier 2 support, counselor and Campus Dean check-ins, Tier 2 trackers and self-monitoring sheets, pairing with a staff Attendance Champion using the evidence-based 2x10 strategy (two minutes of relationship-building per day for ten consecutive days), monthly positive Attendance Plus messages celebrating improvement, monthly counselor check-ins for at-risk students with parent follow-up, teacher phone calls, and Attendance Workshops by invitation. • **Tier 3 (Chronically Absent Students):** Individualized Student Attendance Support Plans developed with middle school students, invitations to Attendance Recovery, phone calls from the Campus Dean, scheduled in-person family meetings, and home visits for highest-need students and families. **Thursday After-School ISC Make-Up Sessions:** Beginning at the start of the school year, each Elevate campus will offer Thursday after-school ISC Make-Up sessions for students returning from pre-scheduled school absences, where a designated staff member provides academic support to students who did not complete all of their assigned work while out of school on an Independent Study Contract.		

Action #	Title	Description	Total Funds	Contributing
		Parents have expressed appreciation for this opportunity, and students experience less learning loss while earning attendance credit for completion. **Social-Emotional and Behavioral Supports:** Elevate is committed to supporting the mental health and behavioral needs of all students. Campus Deans, in collaboration with support staff, will lead the implementation of restorative practices and schoolwide social-emotional learning (SEL), coordinate the Student Lighthouse Team to promote positive school culture, and oversee the MTSS framework and de-escalation strategies for behavioral issues. Campus Deans will also provide instructional coaching to ensure consistent classroom management and use of EduClimber for behavior intervention tracking. Deans have aligned on the use of EduClimber for tracking student behavior data across campuses. **Counseling and SEL:** Counselors (partially funded with Title I: $89,328; and LREBG Funds $106,941)will lead the Leader in Me program and deliver SEL lessons, provide counseling services, and collaborate with Campus Deans and the MTSS team using EduClimber data. Elevate will implement the Leader in Me TK curriculum as the SEL program for transitional kindergarten students, ensuring that SEL development begins at the earliest grade level and aligns with the K-8 Leader in Me framework. All staff will be trained in Leader in Me to build leadership and life skills, foster a high-trust culture, and support academic achievement. **Targeted Attendance Interventions:** Elevate recognizes common threads among chronically absent students and will tailor interventions accordingly. Targeted strategies include: (1) clear attendance expectations and policy communication for new and incoming families with intensified focus at the middle school level, addressing the new-enrollment and grade 6-8 patterns identified in the needs assessment; (2) identification of a target attendance group before the start of the school year based on historical attendance and chronic absenteeism data, enabling proactive rather than reactive engagement; and (3) targeted family conversations for students with special health conditions (or whose siblings have health conditions) regarding strategic scheduling and partial-day attendance to minimize learning loss while accommodating medical needs. Each campus has a dedicated attendance lead to ensure timely intervention and family engagement. **Staff Training and Data Infrastructure:** Whole-staff professional development on the year's attendance initiatives will be delivered at the start of the school year. Counselors and Campus Deans will receive training on Attendance Plus to ensure consistent messaging and documentation of interventions. Key performance indicators, including weekly attendance rates, the number and benefit of interventions provided, and Attendance Recovery and ISC Make-Up session participation, will be tracked. The School Attendance Team will conduct		

Action #	Title	Description	Total Funds	Contributing
		quarterly reviews to analyze progress, assess strategy efficacy, and adjust resource allocation based on student needs. **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.		
4	STRENGTHENING EL PROGRAM & SERVICES	Elevate School will continue to 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. **Designated ELD Instruction and Tiered Interventions** 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 (ELO-P) to further accelerate English language proficiency. **Program Management and Progress Monitoring** 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. **Professional Development** Teachers will continue to receive Guided Language Acquisition Design (GLAD) training and Elevate will expand teacher participation in GLAD training during 2026-27 to deepen the use of integrated and designated ELD strategies across classrooms. The Instructional Leadership Team will provide ongoing instructional coaching to ensure staff are equipped with effective, research-based strategies for supporting English Learners. **Strategies to Support English Learners** Elevate's classroom and program strategies for ELs include: • Individualized, ELD standards-aligned plans for each EL student • Daily designated ELD instruction delivered by a credentialed ELD teacher • Integrated ELD strategies embedded across content areas through GLAD	$169,985	N

<table>
<tr><th>Action #</th><th>Title</th><th>Description</th><th>Total Funds</th><th>Contributing</th></tr>
<tr><td></td><td></td><td>Small group and individualized tiered interventions based on student need
Prioritized ELO-P after-school tutoring access for ELs and LTELs
Ellevation-supported progress monitoring and reclassification workflows
Family communication on ELD progress with each report card and shared ELD standards
Ongoing instructional coaching from the Instructional Leadership Team
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.</td><td></td><td></td></tr>
<tr><td>5</td><td>SERVICES TO SUPPORT SWD</td><td>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, including student achievement, behavior, attendance, and feedback from staff and families, to guide comprehensive review and continuous improvement of services.

Collaboration and Inclusive Instruction

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.

Modified Curriculum

To strengthen support for students who require a modified curriculum, Elevate will purchase TeachTown, a research-based curriculum and instructional platform designed for students with moderate to extensive support needs. TeachTown will be used to deliver standards-aligned, modified instruction in core academic areas, supporting access to grade-level content while accommodating each student's individualized learning profile.

Behavior Interventionist Support

To strengthen behavior, social-emotional, and engagement supports for students with disabilities, Elevate will deploy Behavior Interventionists (partially LREBG funded $186,451.84) who work within the school's MTSS framework as Tier 2 and Tier 3 support providers. For students with IEPs, Behavior Interventionists collaborate closely with the SPED team to ensure that behavior-related services</td><td>$332,877</td><td>N</td></tr>
</table>

Action #	Title	Description	Total Funds	Contributing
		are aligned with each student's IEP goals, Behavior Support Plans (BSPs), and accommodations. Core responsibilities supporting SWD include: 1. Direct Student Behavior Support. Working one-on-one or in small groups with students who exhibit challenging behaviors, including emotional regulation difficulties, off-task behavior, defiance, social-emotional disengagement, or peer conflict. Support is delivered through push-in (in the classroom) or pull-out (in a designated space) configurations depending on the student's plan, supporting access to general education settings consistent with least restrictive environment principles. 2. Behavior Plan Implementation and Progress Monitoring. Implementing Behavior Support Plans (BSPs) for students, collecting behavior data through EduClimber, monitoring progress toward IEP behavior goals and BSP targets, and providing data to case managers and IEP teams to inform progress reporting and program review. 3. De-escalation and Crisis Response**.** Responding to behavior incidents in classrooms or common areas, providing de-escalation support, and helping students return to learning through restorative conversations or structured re-entry processes, in alignment with each student's IEP and BSP as applicable. **Professional Development** Ongoing professional development is a cornerstone of the plan. The SPED team will participate in targeted PD on legal and 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. **IEP Implementation and Progress Monitoring** 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. Students receive high-quality instruction aligned to IEP goals, with intentional attention to goal quality and alignment to academic standards. Behavior Interventionist data collected through EduClimber feeds directly into IEP progress reporting for students with behavior-related goals, ensuring that progress monitoring reflects both instructional and behavioral dimensions of student growth.		

Action #	Title	Description	Total Funds	Contributing
		Family Engagement 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. **Leadership, Compliance, and Program Management** 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. 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. 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 educational partner input will ensure that services remain responsive and continuously improve to meet the needs of all SWD.		
6	BROAD COURSE OF STUDY	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. **Comprehensive TK-8 Curriculum** All students in grades TK-8 participate in a comprehensive curriculum that includes English Language Arts, Mathematics, Science (aligned to the Next Generation Science Standards), 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 an age-appropriate device to support digital literacy and learning. **Standards-Aligned, Equitable Instruction** Instruction is aligned with state content standards and incorporates Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) to ensure	$288,912	N

Action #	Title	Description	Total Funds	Contributing
		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 students with disabilities and English Learners, can fully participate in every subject area. **Annual Review and Continuous Improvement** 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.		

Goal

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.

Elevate School developed this LCAP goal because exceptional school staff and robust professional learning opportunities are essential for student learning and well-being. The quality of teaching is the strongest school-level factor influencing student outcomes, and a charter school's ability to deliver on its educational mission depends directly on the depth of expertise and the sustained engagement of its educators and instructional support staff.

Anchoring the Goal in the Connection Between Staff Quality and Student Outcomes: A school's instructional program is only as strong as the educators who deliver it. Curriculum, materials, and assessment systems contribute to student learning, but it is the day-to-day instructional practice of teachers, interventionists, paraprofessionals, and instructional support staff that determines whether students experience the rigorous, standards-aligned learning the program is designed to provide. This goal therefore commits Elevate to ongoing investment in the people responsible for student learning, ensuring that staff have the knowledge, skills, and instructional strategies needed to meet the diverse needs of every student.

Aligning Professional Learning with California Academic Standards and STEAM Project-Based Learning: Elevate's instructional program is grounded in the California academic standards and integrates STEAM Project-Based Learning to provide students with relevant, engaging learning experiences that develop critical thinking, problem-solving, and creativity. Maintaining alignment between professional learning and these instructional priorities ensures that what educators learn in professional development translates directly into the classroom. As standards-aligned instructional practice evolves and as Project-Based Learning approaches mature, ongoing professional learning is the mechanism that keeps Elevate's classroom practice current, coherent, and consistent across grade levels and campuses.

Building Capacity Through Instructional Coaching: Professional learning sessions alone do not change instructional practice; sustained change requires job-embedded support. This goal commits Elevate to ongoing instructional coaching as a complement to formal professional development, providing educators with individualized feedback, modeling, co-planning, and reflective conversation that translates new learning into reliable classroom practice. Coaching cycles, grade-level collaboration, and lesson study structures together build educator capacity and expertise over time, ensuring that professional learning produces lasting changes in instruction rather than one-time exposure to new ideas.

Supporting Educator Retention: Charter schools that invest in their educators retain them. Educators who feel professionally supported, who are given opportunities to grow, and who see a clear path for continued development are more likely to remain at the school, contributing to the stability and coherence of the instructional program. This goal recognizes that educator retention is not separate from student outcomes; it is foundational to them, because consistent staffing allows relationships, instructional practices, and grade-level continuity to deepen over multiple years. By framing professional learning as a vehicle for educator growth, capacity, expertise, and retention, this goal commits Elevate to building a school community where staff want to stay and where students benefit from that continuity.

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%	2024-25: 91.4%	-4.3%
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 100%	0%
17	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: N/A	2024-25 ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 4 World Language: NA	2026-27: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 5 PE: 5 VAPA: 4 World Language: NA	ELA: 0 ELD: +1 Math: 0 Social Science: 0 Science: 0 CTE: NA Health: 0 PE: 0 VAPA: +1 World Language: NA

Goal Analysis for 2025-26

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

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

Action 1: This action was fully implemented. 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, 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.

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.

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 supported in their professional growth throughout the year.

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.

Successes

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.

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.

Full Staffing: Currently there are no vacant teacher positions, ensuring all students have access to credentialed teachers in every classroom.

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.

Challenges and Responses

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.

Action 2: 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.

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.

Coaching Cycles and Feedback: Coaching cycles have been expanded and systematized by providing Deans 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.

The leadership team has participated in calibration practices to ensure feedback to teachers is equitable, aligned, and consistent across all campuses and grade levels.

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 between classroom instruction and intervention support.

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.

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.

Successes

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 momentum and excellence. These implementations have brought about more developmentally appropriate best practices in primary classrooms.

Strong K–2 Alignment: There is stronger alignment across K–2 classrooms, and teachers have expressed enthusiasm and appreciation for the new math curriculum.

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.

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.

Early Literacy Growth: Midyear progress monitoring is showing growth on the Beginning Phonics Skills Test (BPST), indicating that dyslexia screening and targeted instruction are positively impacting early literacy outcomes.

Challenges and Responses

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.

Action 3: 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.

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.

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.

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.

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.

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.

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 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.

Action 4: 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 functional, secure, and available for instruction.

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.

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.

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 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.

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.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
There were no material differences between the budgeted expenditures and the estimated actual expenditures for goal #2. Elevate School implemented the planned actions in alignment with the adopted budget, and expenditures tracked consistently with the amounts identified in the 2025-26 LCAP. Similarly, there were no material differences between the planned percentages of improved services and the estimated actual percentages of improved services for actions contributing to the increased or improved services requirement for unduplicated students

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.
Action 1: 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 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 --- Action 2: 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 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. --- Action 3: 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. --- Action 4: 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.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.
Elevate School develops a one-year LCAP annually. The goal, metrics, and target outcomes were not changed for 2026-27. Each year, Elevate completes a comprehensive needs assessment to review program effectiveness and gathers input from its educational partners, including administrators, teachers, classified staff, students, parents, the Parent Advisory Committee, the English Learner Advisory Committee, the Student Advisory Committee, the SELPA, and the Governing Board. Input from this annual review cycle informs any future revisions to the goal, metrics, target outcomes, and actions. For 2026-27, Action 4 (Closing the Digital Divide) was revised to reflect Elevate's ongoing evaluation of age-appropriate and developmentally appropriate technology use in classrooms. The revised action commits the school to continued attention to assessing the amount of time students spend using technology and to adjusting digital learning practices to maintain a balance between technology-supported instruction and direct instruction. This revision responds to

feedback from students, who indicated a desire for additional learning resources to use as alternatives to educational technology reliance, and from administrators, who identified developmentally appropriate technology usage as an area warranting continued attention.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Elevate School will employ an Executive Director and a team of appropriately credentialed teachers to deliver instruction in all core subject areas, including English Language Arts, Mathematics, Science, Social Studies, and Physical Education, for students in grades K-8. **Instructional Calendar:** All students will receive 177 instructional days during the school year. **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. **Professional Development Structure:** 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. **Differentiated Professional Development:** In 2026-27, Elevate will adopt a new approach of differentiated professional development organized by grade band and department to address the specific instructional needs of each team. The Instructional Leadership Team (ILT) will lead Summer Professional Development based on input from the end-of-year staff survey and ILT analysis of student outcome data. Differentiated learning by grade band will be anchored in a book study that allows each team to engage with content directly relevant to their instructional context.	$2,543,395	N

Action #	Title	Description	Total Funds	Contributing
2	PROFESSIONAL DEVELOPMENT	Elevate School will provide all educators with robust professional development and instructional coaching throughout the 2026-27 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. **Math Instructional Coaching:** Elevate will continue to engage a math consultant to further develop math instruction across grades TK-8. The consultant supports K-2 teams in analyzing Illustrative Math data and coaches teachers on instructional strategies, and also provides ongoing support for grade 3-8 teachers, ensuring vertical alignment and consistent high-quality math instruction across the school. **Lesson Study Model:** Elevate will further develop teacher ownership and skill in the Lesson Study model as a core practice for refining math instruction. Through Lesson Study, grade-level and department teams collaboratively plan, observe, and analyze a research lesson, then refine instructional practice based on evidence of student learning. Substitute coverage will be used to release teachers from the classroom to participate in Lesson Study cycles, ensuring that this professional learning happens during the regular school day without disrupting instruction. **Coaching Cycles and Classroom Observation:** Coaching cycles will continue as in previous years, with a focus on grade-level collaboration and individual teacher coaching throughout the year. All teachers will receive feedback from classroom observations conducted by Campus Deans as part of the coaching cycle and will participate in collaborative planning to ensure instructional rigor and relevance. **Early Literacy and Dyslexia Screening Training:** K-2 teachers will receive training on the use of the Multitudes dyslexia screener to better identify and support students with risk of word reading difficulties, including dyslexia, consistent with California Education Code Section 53008. **Teacher Induction and Administrator Credentialing Support:** To further support teacher effectiveness and credentialing, Elevate will reimburse teacher induction expenses and provide support for Campus Deans enrolled in administrator credential programs. This comprehensive approach to professional development ensures that educators are equipped with research-based strategies and supports to maximize student learning and growth.	$213,193	N

Action #	Title	Description	Total Funds	Contributing
3	CORE CURRICULAR PROGRAM NEEDS	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. **Annual Review and Purchase of Instructional Materials:** 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. **Ongoing Refinement of Standards-Aligned Resources:** Elevate will continue to refine and strengthen student access to standards-aligned curriculum and instructional materials. This includes ongoing updates to writing resources, Illustrative Math materials, intervention-aligned texts, and curriculum supports for diverse learners, ensuring that the materials in classrooms keep pace with evolving standards and the needs of the student population. **Equitable Access for All Learners:** This commitment ensures that all students, including English Learners, students with disabilities, foster youth, and socioeconomically disadvantaged students, receive equitable access to a rigorous and comprehensive educational program that supports their academic growth and achievement.	$60,032	N
4	TECHNOLOGY LEARNING TOOLS & USAGE	Elevate School will ensure that all students have access to a technology device to support their learning and to 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. **Student Device Access and Digital Learning:** All students have access to technology and an individual device for daily instructional use, including access to digital curriculum resources, assessments, and learning platforms. This consistent device access ensures that every student can fully participate in standards-aligned instruction, complete digital assessments, and engage with the school's online learning platforms regardless of home circumstances. **Network Infrastructure and Connectivity:** To further enhance digital learning and connectivity, Elevate has completed infrastructure upgrades to increase	$24,074	N

Action #	Title	Description	Total Funds	Contributing
		internet bandwidth and improve network reliability across all school sites. These upgrades ensure that students and staff have the necessary tools and connectivity for effective teaching, learning, and communication during the 2026-27 school year. **Virtual Engagement and Family Communication:** Zoom will remain in use for virtual meetings, supporting instructional delivery, family engagement, and staff collaboration. 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. **Monitoring Student Technology Use:** Continued attention will be devoted to assessing the amount of time students spend using technology, ensuring that digital tools support, rather than displace, balanced instruction. Teachers and Campus Deans will monitor screen time across the instructional day and adjust digital learning practices as needed to maintain an appropriate balance between technology-supported and direct instruction.		

Goal

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.

Elevate School developed this LCAP goal because strong, trusting relationships among students, families, staff, and the broader community are the foundation of a positive and nurturing school environment. Student learning and well-being are inseparable from the quality of the relationships that surround a student at school, at home, and in the community, and Elevate's commitment to relationship-centered engagement reflects this reality.

Anchoring the Goal in Family Partnership: Families are a child's first and most consistent educators, and a school cannot deliver on its educational mission without family partnership. This goal commits Elevate to engaging parents as partners through education, communication, and collaboration, recognizing that parent partnership is not a peripheral school activity but a core driver of student learning, social-emotional development, and persistence. When families understand the school's curriculum, expectations, and supports, they are better equipped to reinforce learning at home, advocate for their child's needs, and contribute meaningfully to school decision-making. When schools communicate consistently and respectfully, families develop the trust necessary to engage as full partners rather than as occasional visitors.

Responding to Family Feedback Identifying Connection as a Growth Area: Elevate's needs assessment, including the Family LCAP Survey administered in March 2026, surfaced family connection as a key growth area. While 99.2% of families reported that their child is connected to others at school and 98.4% agree that Elevate promotes academic excellence, families also identified a desire to feel more connected to one another and requested expanded opportunities for cross-family engagement, particularly around grade-level transitions and across campuses. The Parent Advisory Committee echoed this input, noting that family transitions between campuses can be difficult and that more targeted community-building activities would strengthen belonging. This goal directly responds to that feedback by committing Elevate to engagement structures that build relationships among families, not just between families and the school.

Strengthening Relationship-Centered Engagement Across Students, Families, and the Community: This goal extends beyond parent engagement to include students and the broader community as essential partners in creating a positive and nurturing school environment. Students experience belonging when they have trusted relationships with adults at school, peers across grade levels, and connections to the world outside the classroom. The 2026 MRA/Leader in Me Survey data shows that 80% of students feel cared about and understood by people at school, 78% report high-trust relationships with adults at school, and 81% have a high-expectations relationship with someone who provides encouragement and support, with each of these measures increasing from 2025. Sustaining and deepening these relationships requires intentional ongoing investment, which this goal commits Elevate to providing through student leadership structures, family events, community partnerships, and consistent communication.

Honoring Elevate's Commitment to Shared Decision-Making and Participatory Practices: Relationship-centered engagement is meaningful only when families and students see their input genuinely shape school decisions. This goal commits Elevate to shared decision-making and participatory practices through the Parent Advisory Committee, the English Learner Advisory Committee, the Student Advisory Committee, the SELPA consultation, and the schoolwide feedback channels described throughout the Plan Summary. Each of these structures provides a formal mechanism for educational partners to inform LCAP development, needs assessment analysis, and resource allocation. By committing to participatory practices, Elevate ensures that the school's direction reflects the perspectives of the people most invested in its success: the students it serves, the families that entrust their children to it, and the staff who serve them daily.

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: Good	2026-27: Good	No Change
19	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool.	2023-24: 9. 4 10. 5 11. 4 12. 4	2024-25: 9. 4 10. 4 11. 4 12. 4	2025-26: 9. 5 10. 5 11. 5 12. 5	2026-27: 9. 5 10. 5 11. 5 12. 5	9. +1 10. 0 11. +1 12. +1
20	Parent participation in programs for Unduplicated Pupils & Students with Disabilities. (Questions 1-4) Rating Scale: 1 - Exploration &	2023-24: 1. 4 2. 5 3. 5 4. 4	2024-25: 1. 4 2. 4 3. 4 4. 4	2025-26: 1. 4 2. 4 3. 4 4. 4	2026-27: 1. 5 2. 5 3. 4 4. 5	1. 0 2. -1 3. -1 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - [CDE Priority 3 Self-reflection tool]()					
21	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local Survey	2023-24: 95% Sense of Safety 91% School connectedness	2024-25: 95% Sense of Safety 89% School Connectedness	2025-26: 97% Sense of Safety 91% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+2% Sense of Safety 0% School Connectedness
22	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local Survey	2023-24: 97% Sense of Safety 99% School connectedness	2024-25: 98% Sense of Safety 97% School Connectedness	2025-26: 98% Sense of Safety 99% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+1% Sense of Safety -2% School Connectedness
23	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local Survey	2023-24: 80% Sense of Safety 98% School connectedness	2024-25: 91% Sense of Safety 96% School Connectedness	2025-26: 91% Sense of Safety 95% School Connectedness	2026-27: >90% Sense of Safety >90% School Connectedness	+9% Sense of Safety -3% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: This action 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 student-led conferences that showcase student work and increase motivation and ownership.

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.

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 challenge through accessible communication and multiple options for families to engage with student learning and school events.

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.

Action 2: 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.

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.

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 through PAC meetings, with the most recent meeting held on November 5 and the next meeting scheduled for February 4.

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.

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.

Successes

Greater Family Representation: Elevate has achieved greater family representation across advisory committees and engagement opportunities, ensuring diverse voices are included in school decision-making.

Increased Trust: Families have demonstrated increased trust in school decision-making processes, reflecting the effectiveness of engagement efforts and transparent communication.

Growing Volunteer Leadership: More volunteers were willing to run for election to advisory committees this year, indicating growing family investment in school governance.

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.

Challenges and Responses

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 communication to strengthen these partnerships.

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.

Action 3: 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.

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.

Parent workshops implemented (first half of the year): Elevate implemented a series of parent workshops to build knowledge, strengthen home-school partnership, and respond to family needs and interests. Workshops provided during the first half of the year included:

- 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)

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.

Challenges: Participation across workshops was inconsistent, and ensuring representation from all families remained challenging despite targeted outreach efforts.

Action 4: 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.

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 (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.

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.

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 property owners, timely escalation of concerns, and consistent monitoring to ensure facility needs are addressed as quickly as possible within lease and landlord constraints.

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

There were no material differences between the budgeted expenditures and the estimated actual expenditures for goal #3. Elevate School implemented the planned actions in alignment with the adopted budget, and expenditures tracked consistently with the amounts identified in the 2025-26 LCAP. Similarly, there were no material differences between the planned percentages of improved services and the estimated actual percentages of improved services for actions contributing to the increased or improved services requirement for unduplicated students

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

Action 1: 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 informed about important issues and events.

Action 2: 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 established and continues to strengthen.

Action 3: This action was highly effective. Elevate experienced strong family turnout at schoolwide events, 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.

Action 4: This action was fully implemented and effective in achieving its intended outcome. Elevate completed the annual Facility Inspection Tool (FIT) process at every campus consistent with California requirements, used the FIT as an objective measure to confirm facilities meet the "good repair" standard, and reported results publicly through the SARC, the Local Indicators Report, and the LCAP. This annual cycle of inspection, documentation, and transparent reporting gave students, staff, and families consistent access to verified information about facility conditions across all sites.

The action's effectiveness is also reflected in Elevate's responsive follow-through. When inspections or ongoing walkthroughs identified maintenance issues, the school documented the concerns and initiated corrective actions to preserve standards for safety, cleanliness, and functionality, demonstrating that the FIT process functions as more than a compliance checkpoint. The primary constraint on full effectiveness is structural: because Elevate operates on leased properties, certain repairs and upgrades require landlord approval, vendor coordination, and landlord scheduling, which can delay completion of items outside the school's direct control. Elevate has mitigated this constraint through proactive communication with property owners, timely escalation of concerns, and consistent monitoring, ensuring facility needs are addressed as quickly as possible within lease and landlord constraints. Taken together, these practices have allowed Elevate to maintain compliance with state facility expectations and sustain a healthy, safe, and supportive learning environment for students and staff across all campuses.

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

Elevate School develops an annual LCAP. The goal, metrics, and target outcomes were not revised for 2026-27. The actions have been refined to provide a higher level of accountability, ensuring that each action describes implementation expectations, monitoring practices, and educational partner-informed adjustments with greater clarity and specificity.

Based on feedback from family members, additional focus and attention will be devoted to the 3rd-to-4th grade transition for both students and families. This change responds directly to Parent Advisory Committee input that transitions between campuses can be difficult for families and to Family LCAP Survey findings identifying family connection as a growth area. To strengthen this transition, Elevate will provide increased opportunities for family members to be on campus during the transition window, helping families build familiarity with the new campus, staff, and routines before and during the move from elementary to upper-elementary grades. The Men of Value and Purpose (MVP) program, previously offered only at middle school, will be expanded to the TK-3 and 4-5 campuses to broaden mentorship and connection at earlier grade levels.

Each year, Elevate completes a comprehensive needs assessment to review program effectiveness and gathers input from its educational partners, including administrators, teachers, classified staff, students, parents, the Parent Advisory Committee, the English Learner Advisory Committee, the Student Advisory Committee, the SELPA, and the Governing Board. Input from this annual review cycle informs any future revisions to the goal, metrics, target outcomes, and actions, ensuring that Elevate's LCAP remains responsive to the evolving needs of its students, families, and staff.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	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. Elevate will continue strengthening school climate, student engagement, and belonging through leadership opportunities, student-led events, onboarding supports for new students, and schoolwide community-building experiences. The school will continue refining systems that promote student ownership, peer connection, and a safe, inclusive learning environment. **Student Leadership and Voice** 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	$136,678	N

Action #	Title	Description	Total Funds	Contributing
		opportunities, including Leadership Day, the Student Advisory Committee (SAC), classroom and campus leadership roles, the Student Lighthouse Team (K-5), and the ASB/Lighthouse Team (6-8). Student leadership and ownership have been strengthened, 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. The middle school student leadership structure is highly active and visible and has contributed to a stronger sense of ownership and positive campus culture across the school. **Student-Led Learning Experiences** 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. Students additionally engage in learning beyond the classroom through field trips, which deepen engagement and motivation. **New Student Onboarding and Belonging** 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. New student onboarding "clubs" further support new students in acclimating to the school culture and forming peer connections, supporting a smooth transition and sense of belonging. Onboarding practices, including the buddy system, have supported faster adjustment for new students and strengthened peer connection. **Cross-Campus Community Building** Elevate will continue to promote cross-campus student activities and events that build connections and engagement among students. Schoolwide identity has 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. **School Safety and Student Engagement in Safety Practices** Elevate's commitment to safety is reflected in the regular review and revision of the School Safety Plan, which is discussed schoolwide and includes emergency drills, school supervision protocols, and the use of the Raptor Visitor Management System to monitor campus visitors. Students are engaged in school culture and safety practices, including participation in School Safety Plan review		

Action #	Title	Description	Total Funds	Contributing
		processes consistent with site procedures. Required hearing and vision screenings will be provided in compliance with state law. 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.		
2	PARENT INPUT IN DECISION-MAKING	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 and engagement structures. **Required Parent Advisory Committees** Elevate's parent advisory structure includes the English Learner Advisory Committee (ELAC) combined with District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), as required by California Education Code Section 52062(a)(2), when applicable. The Parent Advisory Committee (PAC), as required by California Education Code Section 52062(a)(1), will provide further input on school programs and policies. **Expanded ELAC Meeting Access for English Learner Families** To increase engagement with English Learner families, Elevate will offer ELAC meetings at multiple times of day, including evening, morning, and afternoon sessions, to accommodate the varied schedules of working families and caregivers. Evening meetings will include dinner and childcare to remove practical barriers to participation. 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. **Student Advisory Committee** Elevate will implement a Student Advisory Committee comprised of middle school students. The committee will provide a structured forum for student voice in school decision-making and will complement the parent advisory structures by ensuring that student perspectives inform school planning alongside family input. **Strengthening the 3rd-to-4th Grade Transition** Based on parent input, Elevate will bring additional focus and intention to supporting the 3rd-to-4th grade transition for both students and families. This will include increased opportunities for family members to be on campus during the transition period, helping families build familiarity with the new campus, staff,	$2,200	N

Action #	Title	Description	Total Funds	Contributing
		and routines before and during the move from elementary to upper-elementary grades. **Men of Value and Purpose (MVP) Program Expansion** Elevate will continue the Men of Value and Purpose (MVP) program at the middle school and will expand the program to the TK-3 and 4-5 campuses, broadening access to mentorship and character development for male-identifying students across the full K-8 span. **Equitable Family Engagement** Through these structures, Elevate 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.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	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. Elevate will continue offering workshops, family events, volunteer opportunities, and communications systems that support parent engagement and participation. Based on family feedback, Elevate will continue refining workshop topics, event formats, and outreach strategies to increase representation and accessibility for all families. **Parent Education Coordinator:** 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. **Family Communication Systems:** Elevate has streamlined family communication through ParentSquare and ensures that families have access to the Aeries Parent Portal to monitor their child's academic progress, attendance, and information throughout the year. These two platforms work together to give families consistent, real-time access to school updates and to their child's academic data. **Parent Education Workshops:** The Leadership Team and Parent Education Coordinator will offer a series of Parent Education workshops on topics such as Digital Citizenship and 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	$128,905	N

Action #	Title	Description	Total Funds	Contributing
		for High School" for 8th grade families and "Parent Math Night," which introduces families to the Illustrative Mathematics curriculum. **Family Events and Community Building:** To further strengthen the school community, Elevate will host events such as Military Coffees, Coffee and Dessert with the Directors, and schoolwide gatherings including Family Art and 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. **Continuous Refinement Based on Family Feedback:** Through these comprehensive efforts, Elevate ensures that all parents have accessible, relevant, and ongoing opportunities to participate actively in their child's education. Family feedback collected through workshops, events, and direct outreach will continue to inform decisions about which topics, formats, and outreach strategies best meet the needs of the Elevate community.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Elevate School is committed to providing all students and staff with safe, clean, and well-maintained school facilities across all campuses. **Multi-Site Facilities:** Elevate will continue to occupy three facilities, including two private facilities and one co-location site. To accommodate transitional kindergarten (TK) enrollment, Elevate will add one leased classroom at the TK-3 campus, ensuring sufficient space and an age-appropriate learning environment for TK students alongside the existing K-3 program. **Annual Facility Inspection Tool (FIT) Process:** 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. **Public Reporting and Corrective Action:** 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 inspections or ongoing site walkthroughs will be documented and addressed promptly to maintain high standards of safety, cleanliness, and functionality across all campuses. **Ongoing Commitment and Lease Considerations:** By following this process, Elevate ensures ongoing compliance with state facility requirements and demonstrates a strong commitment to maintaining a healthy, safe, and supportive	$657,494	N

Action #	Title	Description	Total Funds	Contributing
		learning environment for all students and staff. Because Elevate operates on leased properties, certain repairs and upgrades require landlord approval, vendor coordination, and landlord scheduling. Elevate mitigates this through proactive communication with property owners, timely escalation of concerns, and consistent monitoring to ensure facility needs are addressed as quickly as possible within lease and landlord constraints.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$518,773	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.5%	0%	$0	9.5%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	For the 2026-27 school year, Elevate School will continue to provide LEA-wide and schoolwide services principally directed toward, and effective in meeting, the goals for its unduplicated students, including foster youth, English Learners (including Long-Term English Learners), and low-income students. The actions described in this section will be funded through LCFF Supplemental and Concentration grant funds and are reflected in the Goals and Actions section as contributing to the increased or improved services requirement. **School Context and Identified Needs** Elevate School serves a diverse student population, including a substantial military-connected community and students with social-emotional and mental health	**Goal 1, Action 3 (Addressing Social-Emotional and Behavioral Student Needs)** is a schoolwide action funded by LCFF Supplemental and Concentration grant funds. The action funds the following positions and programs: • Dean of Students at each campus to coordinate MTSS, restorative practices, attendance monitoring, behavior intervention tracking through EduClimber, and family engagement for students at risk of chronic absenteeism or behavioral concerns • The Leader in Me schoolwide social-emotional learning (SEL) framework, including the Leader in Me TK curriculum for transitional kindergarten and ongoing staff training	• #7: Attendance Rates • #8: Chronic Absenteeism Rates • #10 Suspension Rates • #21 – Student School Climate survey results

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	needs. The school's comprehensive needs assessment, including analysis of the 2025 California School Dashboard, surfaced the following needs that frame this section's contributing actions: On the 2025 Dashboard, Elevate received a Red performance level for the Chronic Absenteeism indicator for the Socioeconomically Disadvantaged (SED) student group, with a chronic absenteeism rate of 10.9%, up from 6.3% in 2023-24. The All Students rate was 9.5% (Orange), and Students with Disabilities, African American, Hispanic, and Two or More Races students each landed at Orange on the same indicator. The African American student group also received an Orange performance level for the Suspension Rate indicator on the 2025 Dashboard. These findings indicate disproportionate impact on unduplicated student groups, particularly SED students, in attendance and behavioral outcomes that directly affect academic achievement, school climate, and student engagement.	• A school psychologist and a school psychologist intern to provide direct social-emotional and mental health support to students, including counseling services and consultation with teachers and Campus Deans **Identified Needs and Action Design (How the Action Increases or Improves Services)** This action increases services in quantity by adding a Dean of Students at each campus, expanding the school psychologist staffing through the addition of an intern, and extending the Leader in Me framework to TK. The action improves services in quality by integrating these positions into a coordinated MTSS infrastructure that uses EduClimber data to identify and respond to student need in real time, by training all staff in Leader in Me to build a high-trust culture, and by providing direct mental health support delivered by credentialed personnel rather than referrals alone. The action is principally directed toward Elevate's unduplicated student groups because the needs assessment data demonstrates that SED students experience disproportionate chronic absenteeism (Red performance level, 10.9% rate compared with the 9.5% All Students rate), African American students experience disproportionate suspension outcomes (Orange performance level), and English Learners benefit from SEL programming that supports the language acquisition process and the academic engagement that depends on it. Foster Youth, who often experience higher rates of transition-related disengagement and behavioral need, benefit from the consistent counseling and Dean of Students support structure provided through this action. This action is provided schoolwide rather than as a limited action because the social-emotional, behavioral, and mental health needs identified through the needs assessment are systemic and require an integrated MTSS infrastructure to address effectively. Providing Dean of Students coverage at each campus,	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		schoolwide Leader in Me programming, and school psychologist services as a coordinated system rather than as isolated services for specific student groups ensures that the school climate, staff training, behavior tracking, and family engagement structures all operate consistently, which is essential to producing the disproportionate benefit that unduplicated student groups require. A limited-action approach would isolate unduplicated students from the universal Tier 1 SEL and behavior support structure on which the targeted Tier 2 and Tier 3 interventions depend, undermining the coherent MTSS design. The action is intended to improve outcomes for unduplicated student groups as compared to all students because the data-driven design of the action concentrates Tier 2 and Tier 3 intervention resources, Dean of Students engagement, and school psychologist services on the student groups identified through the needs assessment as experiencing disproportionate need: SED students for chronic absenteeism, African American students for suspension, English Learners for SEL programming aligned with language acquisition, and Foster Youth for transition and counseling support.	

Limited Actions

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

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

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

Not applicable.

Additional Concentration Grant Funding

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

Not applicable.

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

2025-2026 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 6,572,964.43	$ 6,871,788.48

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ 45,246	$ 45,246
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ 633,077	$ 700,150
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 480,500	$ 498,393
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 223,111	$ 263,256
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	$ 156,762	$ 196,629
1	5	SERVICES TO SUPPORT SWD	No	$ 939,235	$ 961,692
1	6	BROAD COURSE OF STUDY	No	$ 396,772	$ 412,787
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 2,382,927	$ 2,442,820
2	2	PROFESSIONAL DEVELOPMENT	No	$ 253,484	$ 274,035
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 5,150	$ 5,150
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 57,173	$ 57,173
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 322,563	$ 322,170
3	2	PARENT INPUT IN DECISION-MAKING	No	$ 1,535	$ 1,535
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 67,590	$ 67,590
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ 607,840	$ 623,163
				$ -	$ -

2025-2026 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 498,393	$ 480,500	$ 498,393	$ (17,893)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	$ -	$ -	0.000%	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	$ -	$ -	0.000%	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 480,500	$ 498,392.81	0.000%	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ -	$ -	0.000%	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	$ -	$ -	0.000%	0.000%
1	5	SERVICES TO SUPPORT SWD	No	$ -	$ -	0.000%	0.000%
1	6	BROAD COURSE OF STUDY	No	$ -	$ -	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ -	$ -	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No	$ -	$ -	0.000%	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ -	$ -	0.000%	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	No	$ -	$ -	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ -	$ -	0.000%	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$ -	0.000%	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ -	$ -	0.000%	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%
				$ -	$ -	0.000%	0.000%

2025-2026 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,828,896	$ 498,393	0.000%	10.321%	$ 498,393	0.000%	10.321%	$0.00 - No Carryover	0.00% - No Carryover

2026-2027 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-2027	$ 5,462,682	$ 518,773	9.497%	0.000%	9.497%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,278,562	$ 1,499,125	$ -	$ 485,899	$ 7,263,586.92	$ 5,667,754	$ 1,595,833

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No	Schoolwide		All	Ongoing	$ -	$ 46,551	$ 23,791	$ 22,760	$ -	$ -	$ 46,551	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide		All	Ongoing	$ 568,085	$ 167,533	$ 397,179	$ 338,439	$ -	$ -	$ 735,618	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	All	All	Ongoing	$ 746,549	$ 13,247	$ 523,725	$ 146,902	$ -	$ 89,169	$ 759,796	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		All	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	All	No	Schoolwide		All	Ongoing	$ 136,062	$ 33,923	$ 169,985	$ -	$ -	$ -	$ 169,985	0.000%
1	5	SERVICES TO SUPPORT SWD	All	No	Schoolwide		All	Ongoing	$ 821,916	$ 207,628	$ 109,989	$ 847,490	$ -	$ 72,065	$ 1,029,544	0.000%
1	6	BROAD COURSE OF STUDY	All	No	Schoolwide		All	Ongoing	$ 396,677	$ 35,770	$ 288,912	$ 143,535	$ -	$ -	$ 432,448	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	SPED	No	Schoolwide		All	Ongoing	$ 2,615,599	$ -	$ 2,543,395	$ -	$ -	$ 72,204	$ 2,615,599	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		All	Ongoing	$ 198,018	$ 53,675	$ 213,193	$ -	$ -	$ 38,500	$ 251,693	0.000%
2	3	TECHNOLOGY LEARNING TOOLS & USAGE	All	No	Schoolwide		All	Ongoing	$ -	$ 60,032	$ 60,032	$ -	$ -	$ -	$ 60,032	0.000%
2	4	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		All	Ongoing	$ -	$ 24,074	$ 24,074	$ -	$ -	$ -	$ 24,074	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		All	Ongoing	$ 67,670	$ 281,978	$ 135,687	$ -	$ -	$ 213,961	$ 349,648	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No	Schoolwide		All	Ongoing	$ -	$ 2,200	$ 2,200	$ -	$ -	$ -	$ 2,200	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No	Schoolwide		All	Ongoing	$ 117,178	$ 11,727	$ 128,905	$ -	$ -	$ -	$ 128,905	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		All	Ongoing	$ -	$ 657,494	$ 657,494	$ -	$ -	$ -	$ 657,494	0.000%

2026-2027 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 5,462,682	$ 518,773	9.497%	0.000%	9.497%	$ 523,725	0.000%	9.587%	**Total:**	$ 523,725
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 523,725

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	Schoolwide		All	$ -	0.000%
1	2	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	Schoolwide		All	$ -	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	Schoolwide	All	All	$ 523,725	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	Schoolwide		All	$ -	0.000%
1	4	STRENGTHENING EL PROGRAM & SERVICES	No	Schoolwide		All	$ -	0.000%
1	5	SERVICES TO SUPPORT SWD	No	Schoolwide		All	$ -	0.000%
1	6	BROAD COURSE OF STUDY	No	Schoolwide		All	$ -	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	Schoolwide		All	$ -	0.000%
2	2	PROFESSIONAL DEVELOPMENT	No	Schoolwide		All	$ -	0.000%
2	3	TECHNOLOGY LEARNING TOOLS & USAGE	No	Schoolwide		All	$ -	0.000%
2	4	CORE CURRICULAR PROGRAM NEEDS	No	Schoolwide		All	$ -	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING	No	Schoolwide		All	$ -	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	No	Schoolwide		All	$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	Schoolwide		All	$ -	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	Schoolwide		All	$ -	0.000%
							$ -	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

  - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

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

Broad Goal

Description

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.

  - Indicate the school year to which the baseline data applies.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

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

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

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

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

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

Coversheet

Approve 2026-2027 Budget

Section:	III. Agenda Items
Item:	F. Approve 2026-2027 Budget
Purpose:	Vote
Submitted by:	
Related Material:	Elevate 26-27 SDUSD Budget Template.pdf

Charter School Preliminary Budget
FY 2026-2027

Charter School Name:	**Elevate School**		
CDS #:	37-68338-0129395	Projected Enrollment	**488**
Charter Approving Entity:	San Diego Unified School District 37-68338	ADA Rate	**96.50%**
County:	San Diego	Projected ADA	**470.92**
SBE Charter #:		Projected Unduplicated Pupil Count	**238.00**

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
A. REVENUES (8000-8799)				
1. Local Control Funding Formula (LCFF) Sources - (8011-8097)				
LCFF State Aid - Current Year (CY) *(Res 0000)*	8011	1,187,381		1,187,381
Education Protection Account State Aid (EPA) - CY *(Res 1400)*	8012	94,184		94,184
State Aid - Prior Years (*LCFF State Aid and EPA) (Res 0000 and Res 1400)*	8019	-		-
Transfers to Charter Schools In Lieu of Property Taxes - CY & PY (Res 0000)	8096	4,699,890		4,699,890
Other LCFF Transfers	8091, 8097	-		-
Total, LCFF Sources		5,981,455	-	5,981,455
2. Federal Revenues (8100-8299)				
ESEA (ESSA): Title I, Part A, Basic Grants Low-Income and Neglected (Res 3010)	8290		68,116	68,116
ESEA (ESSA): Title II, Part A, Supporting Effective Instruction Local Grants (Res 4035)	8290		11,212	11,212
ESEA (ESSA) : Title III, English Learner Student Program (Res 4203)	8290		-	-
ESEA (ESSA) : Title III, Immigrant Student Program (Res 4201)	8290		-	-
ESEA (ESSA): Title IV, Part B, 21st Century Community Learning Centers Program (Res 4124)	8290		-	-
ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants (Res 4127)	8290		10,000	10,000
ESSA: Title IV, Part C, Public Charter Schools Grant Program (Res 4610)	8290		-	-
Special Ed: IDEA Basic Local Assistance Entitlement, Part B, Sec 611 (Res 3310)	8181		72,065	72,065
Special Ed: IDEA Mental Health Allocation Plan, Part B, Sec 611 (Res 3327)	8182		-	-
Child Nutrition - Federal (NSLP) (Res 5310 and others)	8220		79,708	79,708
Maintenance and Operations (Public Law 81-874) (Res 0000)	8110			-
Other Federal Revenues (All other resources not reported separately)	8100-8299	610,000		610,000
Total - Federal Revenues		610,000	241,101	851,101
3. Other State Revenues (8300-8599)				
State Special Education (Res 6500)	8792		637,344	637,344
State Special Education Mental Health Services (Res 6512)	8590		39,910	39,910
Mandate Block Grant (Res 0000)	8550	10,136		10,136
After School Education and Safety (ASES) (Res 6010)	8677, 8590			-
Common Core Standards Implementation (Res 7405)	8590			-
Charter School Facility Grant Program (SB 740) (Res 6030)	8590			-
COVID-19 LEA Response Funds (SB 117) (Res 7388)	8590			-
Lottery, Unrestricted (Res 1100)	8560	93,453		93,453
Lottery, Restricted - Prop 20 (Res 6300)	8560		40,332	40,332
Proposition 39 - California Clean Energy Jobs Act (Res 6230)	8590		-	-
Other State Revenues *(All other resources not reported separately)*	8300-8599		968,465	968,465
Total - Other State Revenues		103,589	1,686,052	1,789,640
4. Local Revenue (8600-8799)				
All Local Revenues	8600-8799	157,500		157,500
Total - Local Revenues		157,500	-	157,500
5. TOTAL REVENUES		**6,852,544**	**1,927,153**	**8,779,697**
B. EXPENDITURES AND OTHER OUTGO (1000-7499)				
1. Certificated Salaries				
Teachers' Salaries	1100	2,020,659	584,919	2,605,578
Pupil Support Salaries	1200	26,730	178,757	205,488
Supervisors' and Administrators' Salaries	1300	727,121	-	727,121
Other Certificated Salaries	1900	-	-	-
Total, Certificated Salaries		2,774,511	763,676	3,538,187
2. Classified Salaries				
Instructional Salaries	2100	435,951	319,264	755,215
Support Salaries	2200	38,289	70,785	109,074
Supervisors' and Administrators' Salaries	2300	55,462	-	55,462
Clerical and Office Salaries	2400	365,770	-	365,770
Other Classified Salaries	2900	25,600	-	25,600
Total, Classified Salaries		921,072	390,049	1,311,121
3. Employee Benefits				
STRS	3101-3102	529,932	145,862	675,794
PERS	3201-3202	-	-	-
OASDI/Medicare (Social Security)	3301-3302	110,692	40,912	151,604
Health and Welfare Benefits	3401-3402	424,933	64,018	488,952
Unemployment Insurance	3501-3502	1,848	577	2,425
Workers' Compensation Insurance	3601-3602	57,336	-	57,336
OPEB, Allocated	3701-3702	-	-	-
OPEB, Active Employees	3751-3752	-	-	-
Other Employee Benefits	3901-3902	19,667	-	19,667
Total, Employee Benefits		1,144,408	251,369	1,395,778

Charter School Preliminary Budget
FY 2026-2027

Charter School Name:	**Elevate School**		
CDS #:	37-68338-0129395	Projected Enrollment	**488**
Charter Approving Entity:	San Diego Unified School District 37-68338	ADA Rate	**96.50%**
County:	San Diego	Projected ADA	**470.92**
SBE Charter #:		Projected Unduplicated Pupil Count	**238.00**

Description	Object Code	Unrestricted Budget	Restricted Budget	Total Budget
4. Books and Supplies				
Approved Textbooks and Core Curricula Materials	4100	76,693	-	76,693
Books and Other Reference Materials	4200	16,000	-	16,000
Materials and Supplies	4300	121,819	37,307	159,127
Non-capitalized Equipment	4400	33,988	-	33,988
Food (Food used in food-service activities for which the purpose is nutrition)	4700	-	212,970	212,970
Total, Books and Supplies		248,500	250,278	498,777
5. Services and Other Operating Expenditures				
Subagreements for Services	5100	-	-	-
Travel and Conferences	5200	10,347	-	10,347
Dues and Memberships	5300	33,299	-	33,299
Insurance	5400	43,592	-	43,592
Operations and Housekeeping Services	5500	101,655	-	101,655
Rentals,Leases,Repairs,and Noncapitalized Improvements	5600	647,577	-	647,577
Transfer of Direct Costs ***(MUST** net to zero)*	5700	-	-	-
Prof/Consulting Svcs and Operating Expend *(**Include District Oversight**)*	5800	491,087	424,694	915,782
Communications	5900	59,318	-	59,318
Total, Services and Other Operating Expenditures		1,386,875	424,694	1,811,569
6. Capital Outlay				
Depreciation Expense (See Sections G.9 & F.2.a)	6900	54,437	-	54,437
Total, Capital Outlay		54,437	-	54,437
7. Other Outgo				
Tuition to Other Schools *(Include contribution to unfunded cost of Sp Ed.)*	7110-7143	-	-	-
Transfers of Pass-Through Revenues to Other LEAs	7211-7213	-	-	-
Transfers of Apportionments to Other LEAs - Spec Ed and All Others	7221-7223	-	-	-
All Other Transfers	7280-7299	-	-	-
Transfers of Indirect Costs *(**MUST** net to zero)*	7300-7399	-	-	-
Debt Service - Interest	7430-7439	-	-	-
Debt Service - Principal (FOR MODIFIED ACCRUAL BASIS ONLY)	7439	-	-	-
Total, Other Outgo		-	-	-
8. TOTAL EXPENDITURES		**6,529,803**	**2,080,067**	**8,609,869**
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		322,741	(152,914)	169,827
D. OTHER FINANCING SOURCES/USES (7600-7699, 8930-8999)				
1. All Other Financing Sources	8930-8979	-	-	-
2. Other Uses	7630-7699	-	-	-
3. Contributions between unrestricted and restricted accounts *(**MUST** net to zero)* ***(Include contribution to the unfunded cost of Special Education)***	8980-8999	(152,914)	152,914	-
4. TOTAL OTHER FINANCING SOURCES/USES		(152,914)	152,914	-
E. NET INCREASE (DECREASE) IN FUND BALANCE/NET POSITION (C + D.4.)		169,827	(0)	169,827
F. FUND BALANCE/NET POSITION				
1. Beginning Fund Balance/Net Position				
a. July 1 (Projected Ending Fund Balance for FY ending 06/30/26)	9791	3,598,695		3,598,695
b. Adjustments/Restatements	9793, 9795			-
c. Adjusted Beginning Fund Balance/Net Position		3,598,695	-	3,598,695
2. Projected Ending Fund Balance/Net Position, June 30 (E + F.1.c.)		3,768,522	(0)	3,768,522
Components of Ending Net Position				
a. Net Investment in Capital Assets *(**See Sections B.6 and G.9**)*	9796	84,766		84,766
b. Restricted Net Position	9797			-
c. Unrestricted Net Position	9791	3,683,756		3,683,756

Coversheet

Approve Revised Bylaws

Section: III. Agenda Items
Item: G. Approve Revised Bylaws
Purpose: Vote
Submitted by:
Related Material:
2026.6.8 Elevate Bylaws Revision -with Redline - CalSTRS Certification.docx

BYLAWS
OF
ELEVATE SCHOOL
(A California Nonprofit Public Benefit Corporation)

ARTICLE I
NAME

Section 1. NAME. The name of this corporation is Elevate School.

ARTICLE II
PRINCIPAL OFFICE OF THE CORPORATION

Section 1. PRINCIPAL OFFICE OF THE CORPORATION. The principal office for the transaction of the activities and affairs of this corporation is 2285 Murray Ridge Road, City of San Diego, State of California. The Board of Directors may change the location of the principal office. Any such change of location must be noted by the Secretary on these bylaws opposite this Section; alternatively, this Section may be amended to state the new location.

Section 2. OTHER OFFICES OF THE CORPORATION. The Board of Directors may establish subordinate offices at any place where this corporation is qualified to conduct its activities.

ARTICLE III
GENERAL AND SPECIFIC PURPOSES; LIMITATIONS

Section 1. GENERAL AND SPECIFIC PURPOSES. The purpose of this corporation is to establish, operate, and maintain a public charter school, and to carry on all other educational and charitable activities associated with this purpose, as allowed by law. Also in the context of these purposes, the Corporation shall not, except to an insubstantial degree, engage in any other activities or exercise of power that do not further the purposes of the Corporation.

The Corporation shall not carry on any other activities not permitted to be carried on by: (a) a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code; or (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code. No substantial part of the activities of the Corporation shall consist of the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distributing of statements) any political campaign on behalf of or in opposition to any candidate for public office.

ARTICLE IV
CONSTRUCTION AND DEFINITIONS

Section 1. CONSTRUCTION AND DEFINITIONS. Unless the context indicates otherwise, the general provisions, rules of construction, and definitions in the California Nonprofit Corporation Law shall govern the construction of these bylaws. Without limiting the generality of the preceding sentence, the masculine gender includes the feminine and neuter, the singular includes the plural, and the plural includes the singular, and the term "person" includes both a legal entity and a natural person.

ARTICLE V
DEDICATION OF ASSETS

Section 1. DEDICATION OF ASSETS. This corporation's assets are irrevocably dedicated to public benefit purposes as set forth in the Charter School's Charter. No part of the net earnings, properties, or assets of the corporation, on dissolution or otherwise, shall inure to the benefit of any private person or individual, or to any director or officer of the corporation. Upon the dissolution or final liquidation of the Corporation, its assets remaining after payment of all debts and liabilities of the Corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.~~On liquidation or dissolution, all properties and assets remaining after payment, or provision for payment, of all debts and liabilities of the corporation shall be distributed to a nonprofit fund, foundation, or corporation that is organized and operated exclusively for charitable purposes and that has established its exempt status under Internal Revenue Code section 501(c)(3).~~

Commented [KR1]: Revised to ensure compliance with CalSTRS Certification requirements.

ARTICLE VI
CORPORATIONS WITHOUT MEMBERS

Section 1. CORPORATIONS WITHOUT MEMBERS. This corporation shall have no voting members within the meaning of the Nonprofit Corporation Law. The corporation's Board of Directors may, in its discretion, admit individuals to one or more classes of nonvoting members; the class or classes shall have such rights and obligations as the Board of Directors finds appropriate.

ARTICLE VII
BOARD OF DIRECTORS

Section 1. GENERAL POWERS. Subject to the provisions and limitations of the California Nonprofit Public Benefit Corporation Law and any other applicable laws, and subject to any limitations of the articles of incorporation or bylaws, the corporation's activities and affairs shall be managed, and all corporate powers shall be exercised, by or under the direction of the Board of Directors ("Board").

Section 2. SPECIFIC POWERS. Without prejudice to the general powers set forth in Section 1 of these bylaws, but subject to the same limitations, the Board of Directors shall have the power to:

a. Appoint and remove, at the pleasure of the Board of Directors, all corporate officers, agents, and employees; prescribe powers and duties for them as are consistent with the law, the articles of incorporation, and these bylaws; fix their compensation; and require from them security for faithful service.

b. Change the principal office or the principal business office in California from one location to another; cause the corporation to be qualified to conduct its activities in any other state, territory, dependency, or country; conduct its activities in or outside California.

c. Borrow money and incur indebtedness on the corporation's behalf and cause to be executed and delivered for the corporation's purposes, in the corporate name, promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations, and other evidences of debt and securities.

Section 3. DESIGNATED DIRECTORS AND TERMS. The Board of Directors will consist of no less than five (5) voting members, but up to eleven (11). The Board recognizes the value of parent voice and shall endeavor to appoint parent Directors who are representative of our student demographics and have skills vital to the success of the Board. As the authorizing entity, San Diego Unified School District is entitled to a single representative on the Board of Directors pursuant to Education Code Section 47604(b). If the District chooses to appoint a representative, the Board shall appoint an additional Director to ensure that the Board is maintained with an odd number of Directors. All directors shall have full voting rights, including any representative appointed by the charter authorizer as consistent with Education Code Section 47604(b).

Additionally, Board members will be individuals who are 21 or older and possess one or more of the following:

- Background in elementary and/or middle school education, curriculum, or assessment
- Experience with the inner workings of nonprofit corporations
- Experience with nonprofit finance, preferable with educational finances
- Proven track record of successful business dealings
- Experience in community outreach and/or public relations
- Legal experience
- Experience in the Military
- Experience in Real Estate, Facilities, or Construction
- Prior Board Experience
- Experience in Governance, Leadership, or Strategic Planning
- Experience in Human Resources
- Experience in Communications/Marketing
- Representation of our Student Demographics

The initial Board shall consist of seven (7) individuals serving staggered terms of service. In order to create staggered terms, no more than one-third of the existing members may be replaced annually. To accomplish this, the Chairman and Vice-Chairman of the Board, as well as one other Director, will serve a 5-year term. The Chief Financial Officer and Secretary will serve a 4-year term. Two other directors will serve a 3-year term.

Section 4. RESTRICTION ON INTERESTED PERSONS AS DIRECTORS. No persons serving on the Board of Directors may be interested persons. An interested person is (a) any person compensated by the corporation, or its lessor, for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director as director; and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in- law, or father-in-law of such person. The Board may adopt other policies circumscribing potential conflicts of interest.

Section 5. DIRECTORS' TERM. The term of office for members of the Board of Directors shall be three (3) years. Each board member will be allowed a maximum total of two terms of service to the Board.

For the initial Board members, in order to create staggered terms of office, no more than one-third of the existing members may be replaced annually. Thus, one-third of the initial members of the Board of Directors will serve a three-year term, one-third will serve a four-year term, and one-third will serve a five-year term.

Section 6. NOMINATIONS BY COMMITTEE. The Chairman of the Board of Directors may appoint a committee to designate qualified candidates for election to the Board of Directors at least thirty (30) days before the date of any election of directors. The nominating committee shall make its report at least seven (7) days before the date of the election or at such other time as the Board of Directors may set and the Secretary shall forward to each Board member, with the notice of meeting required by these bylaws, a list of all candidates nominated by committee.

Section 7. USE OF CORPORATE FUNDS TO SUPPORT NOMINEE. If more people have been nominated for director than can be elected, no corporation funds may be expended to support a nominee without the Board's authorization.

Section 8. EVENTS CAUSING VACANCIES ON BOARD. A vacancy or vacancies on the Board of Directors shall occur in the event of (a) the death, resignation, or removal of any director; (b) the declaration by resolution of the Board of Directors of a vacancy in the office of a director who has been convicted of a felony, declared of unsound mind by a court order, or found by final order or judgment of any court to have breached a duty under California Nonprofit Public Benefit Corporation Law, Chapter 2, Article 3; (c) the increase of the authorized number of directors; or (d) any Board member missing three (3) consecutive Board meetings.

Section 9. RESIGNATION OF DIRECTORS. Except as provided below, any director may resign by giving written notice to the Chairman of the Board, if any, or to the President, or the Secretary, or to the Board. The resignation shall be effective when the notice is given unless the notice specifies a later time for the resignation to become effective. If a director's resignation is effective at a later time, the Board of Directors may elect a successor to take office as of the date when the resignation becomes effective.

Section 10. DIRECTOR MAY NOT RESIGN IF NO DIRECTOR REMAINS. Except on notice to the California Attorney General, no director may resign if the corporation would be left without a duly elected director or directors.

Section 11. REMOVAL OF DIRECTORS. Any director may be removed, with or without cause, by the vote of the majority of the entire Board at a special meeting called for that purpose, or at a regular meeting, provided that notice of that meeting and of the removal issue is given in compliance with the provisions of the Ralph M. Brown Act. (Chapter 9 (commencing with Section 54950) of Division 2 of Title 5 of the Government Code). Any vacancy caused by the removal of a director shall be filled as provided in Section 12.

Section 12. VACANCIES FILLED BY BOARD. Vacancies on the Board of Directors may be filled by majority approval of the Board.

Section 13. NO VACANCY ON REDUCTION OF NUMBER OF DIRECTORS. Any reduction of the authorized number of directors shall not result in any directors being removed before his or her term of office expires.

Section 14. PLACE OF BOARD OF DIRECTORS MEETINGS. Meetings shall be held at the principal office of the Corporation. The Board of Directors may also designate that a meeting be held at any place within the granting agency's boundaries designated in the notice of the meeting. All meetings of the Board of Directors shall be called, held and conducted in accordance with the terms and provisions of the Brown Act.

Section 15. MEETINGS; ANNUAL MEETINGS. All meetings of the Board of Directors and its committees shall be called, noticed, and held in compliance with the provisions of the Brown Act. The Board of Directors shall meet annually for the purpose of organization, appointment of officers, and the transaction of such other business as may properly be brought before the meeting. This meeting shall be held at a time, date, and place as noticed by the Board of Directors in accordance with the Brown Act.

Section 16. REGULAR MEETINGS. Regular meetings of the Board of Directors, including annual meetings, shall be held at such times and places as may from time to time be fixed by the Board of Directors. At least seventy-two (72) hours before a regular meeting, the Board of Directors, or its designee shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting.

Section 17. SPECIAL MEETINGS. Special meetings of the Board of Directors for any purpose may be called at any time by the Chairman of the Board of Directors, if there is such an officer, or a majority of the Board of Directors. If a Chairman of the Board has not been elected then the President is authorized to call a special meeting in place of the Chairman of the Board. The party calling a special meeting shall determine the place, date, and time thereof.

Section 18. NOTICE OF SPECIAL MEETINGS. In accordance with the Brown Act, special meetings of the Board of Directors may be held only after twenty-four (24) hours' notice is given to the public through the posting of an agenda. Directors shall also receive at least twenty-four (24) hours notice of the special meeting, in the manner:

a. Any such notice shall be addressed or delivered to each director at the director's address as it is shown on the records of the Corporation, or as may have been given to the Corporation by the director for purposes of notice.

b. Notice by mail shall be deemed received at the time a properly addressed written notice is deposited in the United States mail, postage prepaid. Any other written notice shall be deemed received at the time it is personally delivered to the recipient or is delivered to a common carrier for transmission, or is actually transmitted by the person giving the notice by electronic means (including email) to the recipient. Oral notice shall be deemed received at the time it is communicated, in person or by telephone or wireless (cell) phone, to the recipient or to a person at the office of the recipient whom the person giving the notice has reason to believe will promptly communicate it to the receiver.

c. The notice of special meeting shall state the time of the meeting, and the place if the place is other than the principal office of the Corporation, and the general nature of the business proposed to be transacted at the meeting. No business, other than the business the general nature of which was set forth in the notice of the meeting, may be transacted at a special meeting.

Section 19. QUORUM. A majority of the directors then in office shall constitute a quorum. All acts or decisions of the Board will be by majority vote of the directors in attendance, based upon the presence of a quorum. Should there be less than a majority of the directors present at any meeting, the meeting shall be adjourned. Directors may not vote by proxy.

Section 20. TELECONFERENCE MEETINGS. Members of the Board may participate in teleconference meetings so long as all of the following requirements in the Brown Act are complied with:

a. At a minimum, a quorum of the members of the Board of Directors shall participate in the teleconference meeting from locations within the boundaries of the school district in which the Charter School operates;

b. All votes taken during a teleconference meeting shall be by roll call;

c. If the Board elects to use teleconferencing, it shall post agendas at all teleconference locations with each teleconference location being identified in the notice and agenda of the meeting;

d. All locations where a member of the Board participates in a meeting via teleconference must be fully accessible to members of the public and shall be listed on the agenda;[1]

e. Members of the public must be able to hear what is said during the meeting and shall be provided with an opportunity to address the Board directly at each teleconference location; and

f. The agenda shall indicate that members of the public attending a meeting conducted via teleconference need not give their name when entering the conference call.[2]

Section 21. ADJOURNMENT. A majority of the directors present, whether or not a

[1] This means that members of the Board who choose to use their homes or offices as teleconference locations must open these locations to the public and accommodate any members of the public who wish to attend the meeting at that location.

[2] The Brown Act prohibits requiring members of the public to provide their names as a condition of attendance at the meeting.

quorum is present, may adjourn any Board of Directors meeting to another time or place. Notice of such adjournment to another time or place shall be given, prior to the time schedule for the continuation of the meeting, to the directors who were not present at the time of the adjournment, and to the public in the manner prescribed by any applicable public open meeting law.

Section 22. COMPENSATION AND REIMBURSEMENT. Directors may not receive compensation for their services as directors or officers, only such reimbursement of expenses as the Board of Directors may establish by resolution to be just and reasonable as to the corporation at the time that the resolution is adopted.

Section 23. CREATION AND POWERS OF COMMITTEES. The Board, by resolution adopted by a majority of the directors then in office, may create one or more committees of the Board, each consisting of two or more directors and no one who is not a director, to serve at the pleasure of the Board. Appointments to committees of the Board shall be by majority vote of the authorized number of directors. The Board may appoint one or more directors as alternate members of any such committee, who may replace any absent member at any meeting. Any such committee shall have all the authority of the Board, to the extent provided in the Board of Directors' resolution, except that no committee may:

a. Fill vacancies on the Board of Directors or any committee of the Board;

b. Amend or repeal bylaws or adopt new bylaws;

c. Amend or repeal any resolution of the Board that by its express terms is not so amendable or subject to repeal;

d. Create any other committees of the Board or appoint the members of committees of the Board;

e. Expend corporate funds to support a nominee for director if more people have been nominated for director than can be elected; or

The Board may also create one or more advisory committees composed of directors and non-directors. It is the intent of the Board to encourage the participation and involvement of faculty, staff, parents, students and administrators through attending and participating in open committee meetings. The Board may establish, by resolution adopted by a majority of the directors then in office, advisory committees to serve at the pleasure of the Board.

Section 24. MEETINGS AND ACTION OF COMMITTEES. Meetings and actions of committees of the Board shall be governed by, held, and taken under the provisions of these bylaws concerning meetings, other Board actions, and the Brown Act, if applicable, except that the time for general meetings of such committees and the calling of special meetings of such committees may be set either by Board resolution or, if none, by resolution of the committee. Minutes of each meeting shall be kept and shall be filed with the corporate records. The Board may adopt rules for the governance of any committee as long as the rules are consistent with these bylaws. If the Board of Directors has not adopted rules, the committee may do so.

Section 25. NON-LIABILITY OF DIRECTORS. No director shall be personally liable for the debts, liabilities, or other obligations of this corporation.

Section 26. COMPLIANCE WITH LAWS GOVERNING STUDENT RECORDS. The Charter School and the Board shall comply with all applicable provisions of the Family Education Rights Privacy Act ("FERPA") as set forth in Title 20 of the United States Code Section 1232g and attendant regulations as they may be amended from time to time.

ARTICLE VIII
OFFICERS OF THE CORPORATION

Section 1. OFFICES HELD. The officers of this corporation shall be a Chairman of the Board, Vice-Chair, a Secretary and a Chief Financial Officer. The officers, in addition to the corporate duties set forth in this Article VIII, may also have administrative duties as set forth in any applicable contract for employment or job specification.

Section 2. DUPLICATION OF OFFICE HOLDERS. Any number of offices may be held by the same person, except that neither the Secretary nor the Chief Financial Officer may serve concurrently as the Chairman of the Board.

Section 3. ELECTION OF OFFICERS. The officers of this corporation shall be chosen annually by the Board of Directors and shall serve at the pleasure of the Board, subject to the rights of any officer under any employment contract, if applicable.

Section 4. REMOVAL OF OFFICERS. Without prejudice to the rights of any officer under an employment contract, the Board may remove any officer with or without cause.

Section 5. RESIGNATION OF OFFICERS. Any officer may resign at any time by giving written notice to the Board. The resignation shall take effect on the date the notice is received or at any later time specified in the notice. Unless otherwise specified in the notice, the resignation need not be accepted to be effective. Any resignation shall be without prejudice to any rights of the corporation under any contract to which the officer is a party.

Section 6. VACANCIES IN OFFICE. A vacancy in any office because of death, resignation, removal, disqualification, or any other cause shall be filled in the manner prescribed in these bylaws for normal appointment to that office, provided, however, that vacancies need not be filled on an annual basis.

Section 7. CHAIRPERSON~~MAN~~ OF THE BOARD. The Chairperson~~man~~ of the Board shall preside at the Board meetings and shall exercise and perform such other powers and duties as the Board of Directors may assign from time to time. In the absence of the Chairperson~~man~~, the Vice-Chairperson~~man~~ shall preside at Board meetings and shall exercise and perform such other powers and duties as the Board may assign from time to time.

Section 8. PRESIDENT. The President, also known as the Executive Director, shall be the general manager of the Corporation and shall supervise, direct, and control the Corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The President shall have such other powers and duties as the Board of Directors or the Bylaws may require.~~PRINCIPAL. The Principal, also known as the Chief Executive Officer, shall be the general manager of the corporation and shall supervise, direct, and control the corporation's activities, affairs, and officers as fully described in any applicable employment contract, agreement, or job specification. The Principal shall have such other powers and duties as the Board of Directors or the bylaws may require.~~ The President ~~Principal~~ shall not serve as an officer or as a Board member (director).

Section 9. SECRETARY. The Secretary shall keep or cause to be kept, at the corporation's principal office or such other place as the Board may direct, a book of minutes of all meetings, proceedings, and actions of the Board and of committees of the Board. The minutes of meetings shall include the time and place that the meeting was held; whether the meeting was annual, regular, special, or emergency and, if special or emergency, how authorized; the notice given; and the names of the directors present at Board and committee meetings.

The Secretary shall keep or cause to be kept, at the principal California office, a copy of the articles of incorporation and bylaws, as amended to date. The Secretary shall give, or cause to be given, notice of all meetings of the Board and of committees of the Board that these bylaws require to be given. The Secretary shall keep the corporate seal, if any, in safe custody and shall have such other powers and perform such other duties as the Board of Directors or the bylaws may require.

Section 10. CHIEF FINANCIAL OFFICER. The Chief Financial Officer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and accounts of the corporation's properties and transactions. The Chief Financial Officer shall send or cause to be given to directors such financial statements and reports as are required to be given by law, by these bylaws, or by the Board. The books of account shall be open to inspection by any director at all reasonable times. The Chief Financial Officer shall (a) deposit, or cause to be deposited, all money and other valuables in the name and to the credit of the corporation with such depositories as the Board may designate; (b) disburse the corporation's funds as the Board may order; (c) render to the President, Chairman of the Board, if any, and the Board, when requested, an account of all transactions as Chief Financial Officer and of the financial condition of the corporation; and (d) have such other powers and other duties as the Board, contract, job specification, or the bylaws may require.

ARTICLE IX
CONTRACTS WITH DIRECTORS

Section 1. CONTRACTS WITH DIRECTORS. The Corporation shall not enter into a contract or transaction in which a director directly or indirectly has a material financial interest (nor shall the Corporation enter into any contract or transaction with any other corporation, firm, association, or other entity in which one or more of this Corporation's directors are directors have a material financial interest).

ARTICLE X
CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES

Section 1. CONTRACTS WITH NON-DIRECTOR DESIGNATED EMPLOYEES. The Corporation shall not enter into a contract or transaction in which a non-director designated employee (e.g., officers and other key decision-making employees) directly or indirectly has a material financial interest unless all of the requirements in the Elevate School Conflict of Interest Code have been fulfilled.

ARTICLE XI
LOANS TO DIRECTORS AND OFFICERS

Section 1. LOANS TO DIRECTORS AND OFFICERS. This corporation shall not lend any money or property to or guarantee the obligation of any director or officer without the approval of the California Attorney General; provided, however, that the corporation may advance money to a director or officer of the corporation for expenses reasonably anticipated to be incurred in the performance of his or her duties if that director or officer would be entitled to reimbursement for such expenses of the corporation.

ARTICLE XII
INDEMNIFICATION

Section 1. INDEMNIFICATION. To the fullest extent permitted by law, this corporation shall indemnify its directors, officers, employees, and other persons described in Corporations Code Section 5238(a), including persons formerly occupying any such positions, against all expenses, judgments, fines, settlements, and other amounts actually and reasonably incurred by them in connection with any "proceeding," as that term is used in that section, and including an action by or in the right of the corporation by reason of the fact that the person is or was a person described in that section. "Expenses," as used in this bylaw, shall have the same meaning as in that section of the Corporations Code.

On written request to the Board by any person seeking indemnification under Corporations Code Section 5238 (b) or Section 5238 (c) the Board shall promptly decide under Corporations Code Section 5238 (e) whether the applicable standard of conduct set forth in Corporations Code Section 5238 (b) or Section 5238 (c) has been met and, if so, the Board shall authorize indemnification.

ARTICLE XIII
INSURANCE

Section 1. INSURANCE. This corporation shall have the right to purchase and maintain insurance to the full extent permitted by law on behalf of its directors, officers, employees, and other agents, to cover any liability asserted against or incurred by any director, officer, employee, or agent in such capacity or arising from the director's, officer's, employee's, or agent's status as such.

ARTICLE XIV
MAINTENANCE OF CORPORATE RECORDS

Section 1. MAINTENANCE OF CORPORATE RECORDS. This corporation shall keep:

a. Adequate and correct books and records of account;
b. Written minutes of the proceedings of the Board and committees of the Board; and
c. Such reports and records as required by law.

ARTICLE XV
INSPECTION RIGHTS

Section 1. DIRECTORS' RIGHT TO INSPECT. Every director shall have the right at any reasonable time to inspect the corporation's books, records, documents of every kind, physical properties, and the records of each subsidiary as permitted by California and federal law. The inspection may be made in person or by the director's agent or attorney. The right of inspection includes the right to copy and make extracts of documents as permitted by California and federal law. This right to inspect may be circumscribed in instances where the right to inspect conflicts with California or federal law (e.g., restrictions on the release of educational records under FERPA) pertaining to access to books, records, and documents.

Section 2. ACCOUNTING RECORDS AND MINUTES. On written demand on the corporation, any director may inspect, copy, and make extracts of the accounting books and records and the minutes of the proceedings of the Board of Directors and committees of the Board of Directors at any reasonable time for a purpose reasonably related to the director's interest as a director. Any such inspection and copying may be made in person or by the director's agent or attorney. This right of inspection extends to the records of any subsidiary of the corporation.

Section 3. MAINTENANCE AND INSPECTION OF ARTICLES AND BYLAWS. This corporation shall keep at its principal California office the original or a copy of the articles of incorporation and bylaws, as amended to the current date, which shall be open to inspection by the directors at all reasonable times during office hours.

ARTICLE XVI
REQUIRED REPORTS

Section 1. ANNUAL REPORTS. The Board of Directors shall cause an annual report to be sent to itself (the members of the Board of Directors) within 120 days after the end of the corporation's fiscal year. That report shall contain the following information, in appropriate detail:

a. The assets and liabilities, including the trust funds, or the corporation as of the end of the fiscal year;

b. The principal changes in assets and liabilities, including trust funds;

c. The corporation's revenue or receipts, both unrestricted and restricted to particular purposes;

d. The corporation's expenses or disbursement for both general and restricted purposes;

e. Any information required under these bylaws; and

f. An independent accountant's report or, if none, the certificate of an authorized officer of the corporation that such statements were prepared without audit from the corporation's books and records.

Section 2. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATIONS. As part of the annual report to all directors, or as a separate document if no annual report is issued, the corporation shall, within 120 days after the end of the corporation's fiscal year, annually prepare and mail or deliver to each director and furnish to each director a statement of any transaction or indemnification of the following kind:

a. Any transaction (i) in which the corporation, or its parent or subsidiary, was a party, (ii) in which an "interested person" had a direct or indirect material financial interest, and (iii) which involved more than $50,000 or was one of several transactions with the same interested person involving, in the aggregate, more than $50,000. For this purpose, an "interested person" is either:

(1) Any director or officer of the corporation, its parent, or subsidiary (but mere common directorship shall not be considered such an interest); or

(2) Any holder of more than 10 percent of the voting power of the corporation, its parent, or its subsidiary. The statement shall include a brief description of the transaction, the names of interested persons involved, their relationship to the corporation, the nature of their interest, provided that if the transaction was with a partnership in which the interested person is a partner, only the interest of the partnership need be stated.

ARTICLE XVII
BYLAW AMENDMENTS

Section 1. BYLAW AMENDMENTS. The Board may adopt, amend or repeal any of these Bylaws by a majority of the directors present at a meeting duly held at which a quorum is present, except that no amendment shall change any provisions of the Charter that created Elevate School or make any provisions of these Bylaws inconsistent with that Charter, the corporation's Articles of Incorporation, or any laws.

ARTICLE XVIII
FISCAL YEAR

Section 1. FISCAL YEAR OF THE CORPORATION. The fiscal year of the Corporation shall begin on July 1st and end on June 30th of each year.

CERTIFICATE OF SECRETARY

I certify that I am the duly elected and acting Secretary of Elevate School, a California nonprofit public benefit corporation; that these bylaws, consisting of 14 pages (including this Certificate of Secretary), are the bylaws of this corporation as adopted by the Board of Directors on June 8, 2026~~June 18, 2019~~; and that these bylaws have not been amended or modified since that date.

Executed on June 8, 2026 ~~June 18, 2019~~ at San Diego, California.
Revised and Approved by The Board of Directors on June 8, 2026~~June 18, 2019~~.

____

Secretary

Coversheet

Approve Revised Articles of Incorporation

Section: III. Agenda Items
Item: H. Approve Revised Articles of Incorporation
Purpose: Vote
Submitted by:
Related Material:
ES Certificate of Amendment of Articles of Incorporation CalSTRS CalPERS Amendments (4929-7776-5539.v1).docx

CERTIFICATE OF AMENDMENT
OF ARTICLES OF INCORPORATION

The undersigned certify that:

1. They are the President and Secretary, respectively, of Elevate School, a California nonprofit public benefit corporation, with California Entity Number 3564112.

2. Article VI. of the Articles of Incorporation of this Corporation is amended to read as follows:

   The property of this corporation is irrevocably dedicated to charitable and educational purposes and no part of the net income or assets of this corporation shall ever inure to the benefit of any director, officer or member thereof or to the benefit of any private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Article II hereof. Upon the dissolution or final liquidation of the corporation, its assets remaining after payment of all debts and liabilities of the corporation shall be distributed to another public school that meets the requirements of Section III.A of IRS Notice 2015-07 for participation in a governmental plan under Section 414(d) of the Internal Revenue Code, or shall be distributed to the State of California, a political subdivision of the State, or an agency or instrumentality of the State or of a political subdivision of the State.

3. The foregoing amendment of the Articles of Incorporation has been duly approved by the Board of Directors.

4. The Corporation has no members.

We further declare under penalty of perjury under the laws of the State of California that the matters set forth in this certificate are true and correct of our own knowledge.

Date: __________________ ______________________________
Ryan Elliott, President

Date: _________________ ______________________________
Becky Madeja, Secretary

4929-7776-5539, v. 1

Coversheet

Approve Prop 28 Plan

Section:	III. Agenda Items
Item:	I. Approve Prop 28 Plan
Purpose:	Vote
Submitted by:	
Related Material:	Prop 28 25-26 Annual Report.pdf

Proposition 28: Arts and Music in Schools Funding Annual Report Fiscal Year 2025-26

Name: Elevate

County-District-School (CDS) Code: 3768338-0129395

Allocation Years: 2023–24, 2024–25, 2025–26

1. Narrative description of the Proposition 28 arts education programs funded (2500 character limit).

   Elevate offers art instruction to students in Kindergarten through 8th grade. Kindergarten through 5th grade engage in weekly lessons, while students in middle school grades can select electives including Art Foundations and Web Design (grade 6), 2-D Design and 3-D Design (Grade 7), and Mixed Media and Digital Art and (Grade 8).

2. Number of full-time equivalent teachers (certificated) providing arts education programs with Arts and Music in Schools (AMS) funds: 0.7

3. Number of full-time equivalent personnel (classified) providing arts education programs with AMS funds: 1.1

4. Number of full-time equivalent teaching aides providing arts education programs with AMS funds: 0

5. Number of students served with AMS funds: 497

6. Number of school sites providing arts education programs with AMS funds: 1

Date of Approval by Governing Board/Body:

Annual Report Data URL (direct PDF link to document on local educational agency website):

California Department of Education, January 2026

Coversheet

Approve 26-27 ConApp

Section:	III. Agenda Items
Item:	J. Approve 26-27 ConApp
Purpose:	Vote
Submitted by:	
Related Material:	ConApp Spring 2026.pdf

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 7:59 AM

2024–25 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2024 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2024–25 Title II, Part A allocation	$11,684
Transferred–in amount	$0
Transferred–out amount	$11,684
2024–25 Total allocation	$0

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2024–25 Unspent funds	$0

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:00 AM

2025–26 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2025 through June 30, 2026.

CDE Program Contact:

Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2025–26 Title II, Part A allocation	$13,216
Transferred–in amount	$0
Transferred–out amount	$13,216
2025–26 Total allocation	$0

Professional Development Expenditures

Professional development for teachers	$0
Professional development for administrators	$0
Consulting/Professional services	$0
Induction programs	$0
Books and other supplies	$0
Dues and membership	$0
Travel and conferences	$0

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$0
Equitable services for nonprofit private schools	$0
Total expenditures	$0
2025–26 Unspent funds	$0

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:10 AM

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Anais
Homeless liaison last name	Cortes
Homeless liaison title	Counselor
Homeless liaison email address (Format: abc@xyz.zyx)	acortes@elevateschool.com
Homeless liaison telephone number (Format: 999-999-9999)	858-751-4774
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	0.05

Homeless Liaison Training Information

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:10 AM

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	09/09/2024
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2025–26 Title I, Part A LEA allocation	$79,036
2025–26 Title I, Part A direct or indirect services to homeless children reservation	$500

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:10 AM

2025–26 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692
Deborah Avalos, Integrated Student Support and Programs Office, DAvalos@cde.ca.gov, 916-319-0599

Amount of 2025–26 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$500
Homeless services provided (Maximum 500 characters)	Expenses related to staff time for Homeless Liaison training and communication/training to other key staff. Legal expenses for Homeless Education policy review and revision
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:13 AM

2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Ryan Elliott
Authorized Representative's Title	Executive Director
Authorized Representative's Signature Date	06/05/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:13 AM

2026–27 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
Direct Funded Charter Enter the adoption date of the current LCAP	06/08/2026
Authorized Representative's Full Name	Ryan Elliott
Authorized Representative's Title	Executive Director Report Date:6/6/2025 Page 2 of 4 R02

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:15 AM

2026–27 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	No

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	No
Title III Immigrant ESEA Sec. 3102 SACS 4201	No
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: Draft
Saved by: Janine Lui
Date: 6/5/2026 8:15 AM

2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at https://www.cde.ca.gov/fg/ac/sa/.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

California Department of Education **Consolidated Application**

Elevate (37 68338 0129395)

Status: None
Date: None

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca26assurancestoc.asp.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	
Authorized Representative's Signature	
Authorized Representative's Title	
Authorized Representative's Signature Date	

Coversheet

Approve 26-27 EPA Spending Plan

Section: III. Agenda Items
Item: K. Approve 26-27 EPA Spending Plan
Purpose: Vote
Submitted by:
Related Material: Elevate 26-27 EPA Spending Plan.pdf

Elevate School

FY 2026-27 Education Protection Account Spending Plan

California created the Education Protection Account (EPA) in November 2012 after the passage of Proposition 30, *The Schools and Local Public Safety Protection Act of 2012.* Proposition 30 temporarily increased the personal income tax rates for upper-income taxpayers and the sales tax rate for all taxpayers. The .25 sales tax increase expired in 2016. The income tax increase was set to expire in 2018 but was extended by voters through 2030 via Proposition 55 in November 2016.

Revenue generated from the increased taxes is deposited into the EPA and distributed to districts and charter schools every quarter.

While funds from the EPA are part of a district's or charter school's general-purpose funding, Proposition 30 specifies that EPA funds may not be used for administrative salaries or benefits or any other administrative costs. **Governing boards must annually determine the use of EPA funds at an open public meeting.**

Proposition 30 also requires all districts, counties, and charter schools to report on their websites an accounting of how much money was received from the EPA and how that money was spent.

For schools that opened in FY13/14 or later, EPA is apportioned at $200/ADA.

For Elevate School this equates to $94,184.

Funds will be used to support teacher salaries and benefits.

Coversheet

Approve 26-27 Board Meeting Calendar

Section:	III. Agenda Items
Item:	O. Approve 26-27 Board Meeting Calendar
Purpose:	Vote
Submitted by:	
Related Material:	DRAFT 26-27 Elevate School Board Meeting Calendar - Google Docs.pdf

DRAFT
Elevate School Board Meetings
2026-2027

Meeting Location:
8404 Phyllis Place, San Diego CA 92123
** Unless noted, all meetings begin at 4:00 pm.

Meeting Dates (10 meetings)

August 1 (Board Retreat, 9am)
September 14
October 12
December 7
January 11
February 8
March 15
April 12
May 10
June 7