# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elevate School

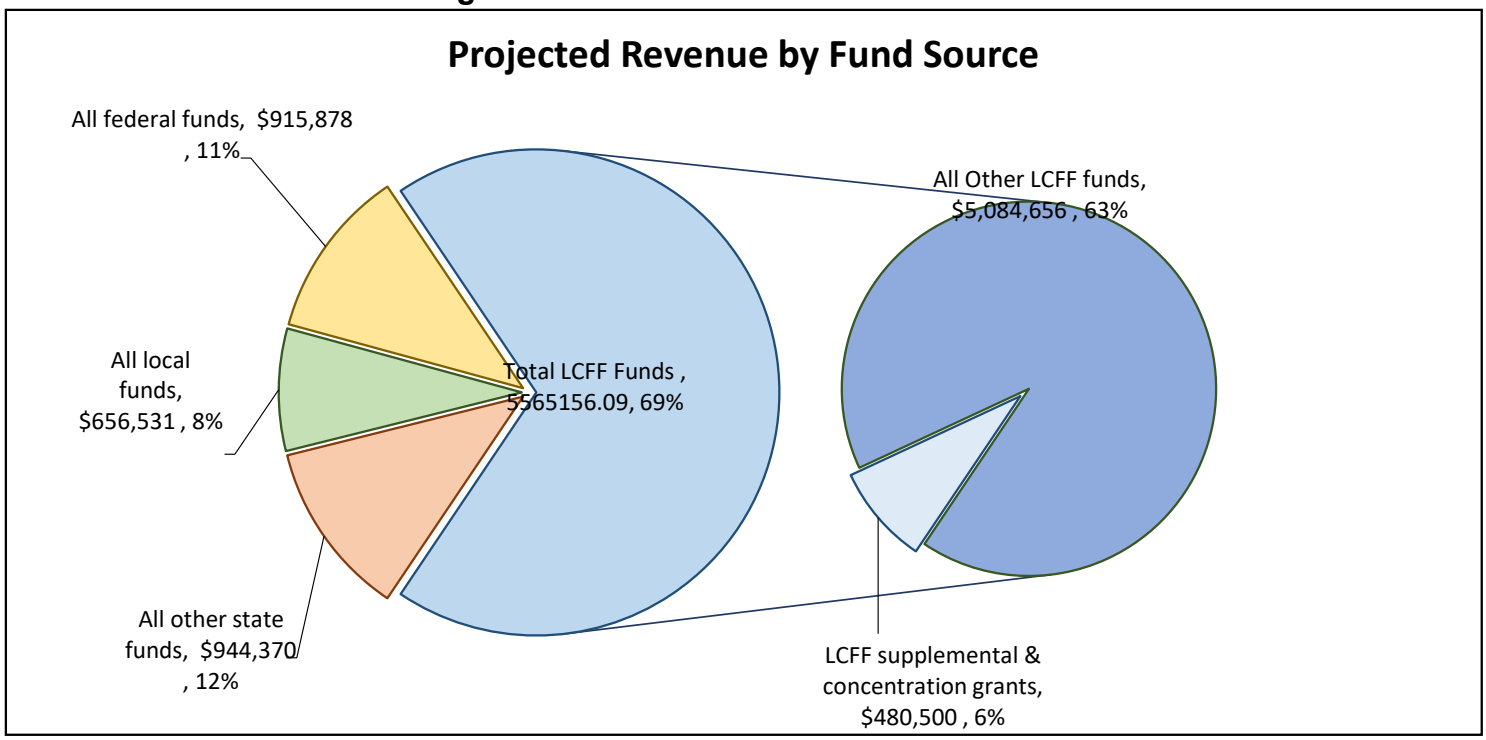
CDS Code: 37-68338-0129395

School Year: 2025-26

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 2025-26 School Year**

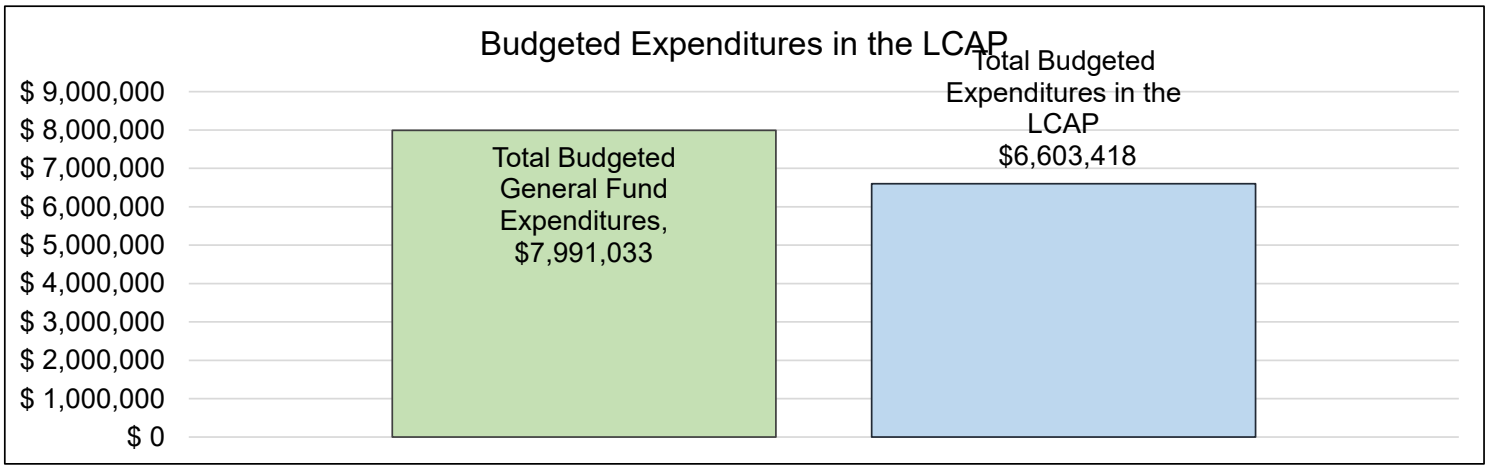



This chart shows the total general purpose revenue Elevate School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Elevate School is $8,081,934.02, of which $5,565,156.09 is Local Control Funding Formula (LCFF), $944,369.52 is other state funds, $656,530.75 is local funds, and $915,877.66 is federal funds. Of the $5,565,156.09 in LCFF Funds, $480,500.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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

# LCFF Budget Overview for Parents




This chart provides a quick summary of how much Elevate School plans to spend for 2025-26. 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 $7,991,033.30 for the 2025-26 school year. Of that amount, $6,603,417.77 is tied to actions/services in the LCAP and $1,387,615.53 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

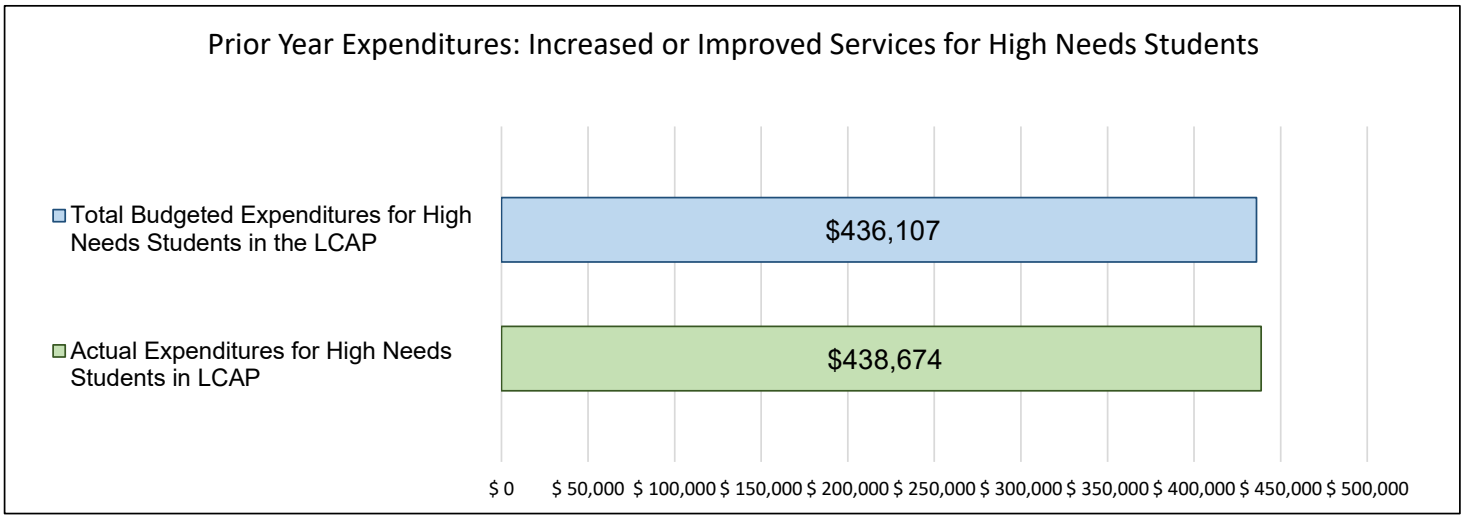
General Fund Budget Expenditures for 2025-26 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits, operational supplies, general insurance costs, legal/audit fees, various non-instructional consultants. and administration fees.

## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Elevate School is projecting it will receive $480,500.00 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 $480,500.00 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 2024-25




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 2024-25, Elevate School's LCAP budgeted $436,107.00 for planned actions to increase or improve services for high needs students. Elevate School actually spent $438,674.00 for actions to increase or improve services for high needs students in 2024-25.

# 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<br>858-751-4774 |

# Plan Summary 2025-26

## 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 476 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.

Our diverse student body reflects the rich multicultural fabric of our community: 31% White, 28% Hispanic/Latino, 17% African American, 16% Two or More Races, 6% Asian, and 2% Filipino. Additionally, we serve significant populations with specialized needs, including 46% Socioeconomically Disadvantaged students, 35-40% military-connected families, 14% Students with Disabilities, and 7% English Learners.

**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.

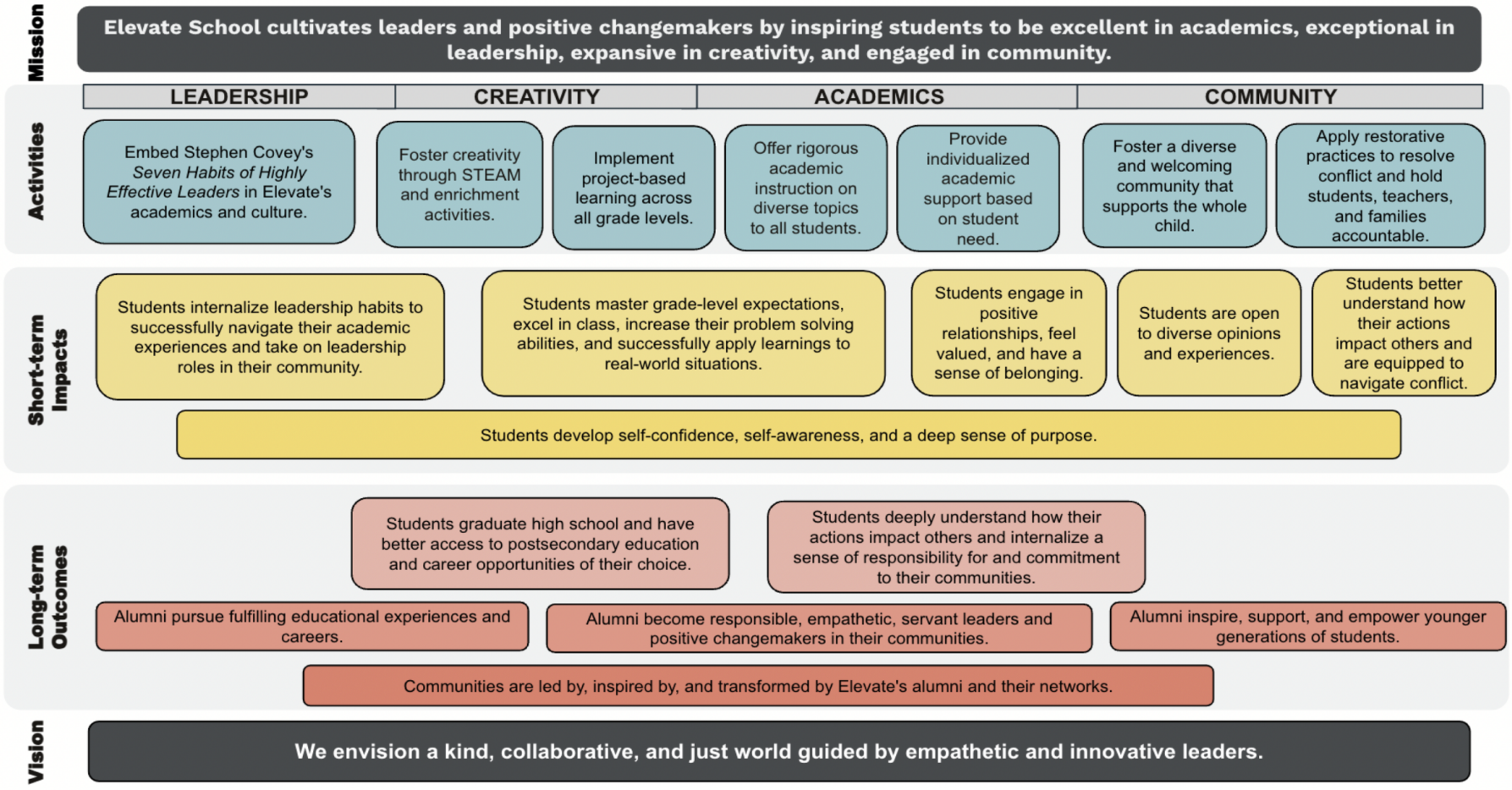
Our innovative approach features small class sizes capped at 26 students in K-5, and 28 in grades 6-8, enabling personalized attention and continuous assessment. Students engage in five thematic, interdisciplinary project-based learning units annually focusing on Community, Character, Service, Justice/Diversity, 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.

## School Recognition & Achievement

Our commitment to excellence has earned numerous prestigious recognitions. Elevate School is both a National Blue Ribbon School and California Distinguished School and has been designated as a CDE High Performing School. We rank among the Top 100 schools in California according to US News. In 2025, our Serra Mesa and EMS campuses were selected for the NCUST conference school visit as a high performing school for academics. Two of our exceptional teachers were honored by Walmart and featured on local news. Our 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 3-year Strategic Plan with three key priorities: continuing to build a cohesive and thriving K-8 program, strengthening our team and infrastructure, and moving into a unified campus. These priorities are fully integrated into our 2024-25 LCAP goals to ensure alignment and successful implementation.

Elevate has developed a one-year LCAP that addresses all eight State Priorities while also serving as our School Plan for Student Achievement (SPSA). We have met all stakeholder engagement requirements including consultation with SELPA, establishment of Parent Advisory Committee (PAC) and English Learner PAC, and provided written responses to committee feedback. Additionally, we have completed comprehensive needs assessments to strategically allocate Title funding and Learning Recovery and Emergency Block Grant (LREBG) funds to best support our students' academic and social-emotional needs. Elevate School 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.

**Vision**

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.

# Reflections: Annual Performance

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

## 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.

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.

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

## 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

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.

| 2022-23: Suspension | | |
|---|---|---|
| | Total | Rate |
| All Students | 4 | 0.8% |
| African American | 0 | 0.0% |
| Hispanic | 2 | 1.7% |
| White | 1 | 0.6% |
| Two or More Races | 0 | 0.0% |
| EL | 0 | 0.0% |
| SED | 2 | 0.9% |
| SWD | 0 | 0.0% |
| **2023-24: Suspension** | | |
| | Total | Rate |
| All Students | 4 | 0.8% |
| African American | 1 | 1.1% |
| Hispanic | 1 | 0.8% |
| White | 0 | 0.0% |
| Two or More Races | 2 | 2.7% |
| EL | 1 | 2.4% |
| SED | 3 | 1.3% |
| SWD | 2 | 2.5% |

**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.

- 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.

**Plan of Action for 2025-26 School Year:**

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

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.

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

**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.

## Learning Recovery Emergency Block Grant (LREBG) Funds

Elevate School will expend Learning Recovery and Emergency Block Grant funds on the following position based on findings from our comprehensive needs assessment, feedback from educational partners, and an analysis of multiple types of data (local, surveys, state) including the 2024 CA School Dashboard.

**Learning Recovery Imperative**: Elevate School has identified significant learning gaps resulting from the pandemic, military relocation, high student transiency, and other educational disruptions that require targeted intervention to accelerate student learning and close achievement gaps.

**Data-Driven Evidence**: The comprehensive needs assessment and multiple data sources demonstrate that students across all grade levels require tiered academic support beyond what can be provided through general classroom instruction alone. Universal screeners and ongoing assessments have identified specific populations of students needing intensive intervention services.

**LREBG Funding Alignment**: The Learning Recovery Emergency Block Grant (LREBG) provides $150,000 specifically designated for addressing pandemic-related learning loss, making RtI Interventionists an appropriate and strategic use of these targeted funds. This funding source directly aligns with the interventionists' primary purpose of accelerating learning recovery for students who experienced educational disruptions.

**Evidence-Based Intervention Strategy (ESSA Tier II)**: The RtI Interventionist model is supported by moderate evidence under ESSA Tier II standards, demonstrating effectiveness through peer-reviewed studies showing positive student outcomes when implemented with fidelity. Research indicates that trained intervention specialists providing targeted, systematic instruction in small group settings produce statistically significant improvements in academic achievement for students with learning gaps. The multi-tiered intervention approach has been validated through multiple randomized controlled trials and quasi-experimental studies, showing effect sizes ranging from 0.25 to 0.65 for students receiving intensive intervention services compared to control groups receiving standard instruction alone.

**Comprehensive Tiered Support System**: The RtI Interventionists will provide essential push-in and small group instruction as part of Elevate School's Multi-Tiered System of Supports (MTSS), working alongside paraprofessionals to deliver evidence-based interventions. Their services are critical for implementing the school's accelerated learning model designed to address learning gaps efficiently using research-validated instructional practices aligned with ESSA evidence standards.

**42% Student Reach**: With over 40% of the K-5 population already receiving some form of RtI intervention, the data clearly demonstrates substantial need for dedicated intervention staff to maintain and expand these essential services that are producing measurable academic growth for participating students.

The LREBG funding for RtI Interventionists represents a targeted investment in learning recovery that directly addresses identified student needs while leveraging federal resources specifically allocated for pandemic-related educational support through evidence-based practices that meet ESSA Tier II requirements.

- Rti Interventionists: $150,000 (Goal 1, Action 2): Elevate School has identified the ELA and Math CAASPP Metrics #1 and #2 under LCAP Goal 1, to monitor the impact of this service.

# Reflections: Technical Assistance

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

Not applicable

# 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 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.

Not applicable.

## *Monitoring and Evaluating Effectiveness*

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

Not applicable.

# Engaging Educational Partners

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

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

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

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

| Educational Partner(s) | Process for Engagement |
|---|---|
| **Administrators/Principal** | Administrators/Instructional Leadership team participated in a series of meetings on the following dates: 1/22, 1/30, 2/5, 2/20, 2/26, 3/13, 3/25, 4/9, 5/1, 5/14<br><br>**Topics Discussed**<br>• Overview of the LCAP and Strategic Plan<br>• Student data analysis<br>• Attendance monitoring protocols<br>• Expanded Learning Opportunities Program (ELOP) implementation<br>• Student support strategies<br>• Staff training and professional support<br>Feedback Provided:<br>• **Campus Alignment:** Continue intentional efforts to bridge and align campuses, particularly regarding behavior expectations and academic consistency.<br>• **Attendance Interventions:** Increase focus on not just monitoring attendance but also implementing effective interventions beyond phone calls and communications.<br>• **Math Instructional Support:** Maintain and expand math instructional coaching and curriculum implementation, especially extending support to the youngest grades (K-2). |

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| | Administration actively engaged educational partners throughout the LCAP development process by facilitating regular meetings, sharing data, and soliciting feedback. The input received is directly informing ongoing efforts to align campuses, strengthen attendance interventions, and enhance instructional support, ensuring the LCAP reflects the community's priorities for 2025-26. |
| **Teachers** | Meeting Structure<br>• **Instructional Leadership Team (ILT):** 1st and 3rd Tuesdays of every month<br>• **Teacher Meetings:** Biweekly<br>Topics Discussed<br>• Data analysis and student engagement<br>• Focus on writing and math (including related professional development)<br>• System and schedule improvement feedback<br>• Grade level collaboration<br>Teacher Feedback Highlights<br>• January's PD on supporting student behavior was very well received.<br>• Teachers appreciate learning from guest speakers and peer educators.<br>• Small group PD rotations are especially beneficial.<br>• Interest in visiting other school sites for new ideas.<br>• Need for more vertical planning time across grade levels.<br>Feedback for Next Year<br>• Focus PD and collaboration on reading comprehension and informational text.<br>• Implement after-school, teacher-led RTI (Response to Intervention) at the middle school campus.<br>• Increase team-building opportunities outside of school.<br><br>Teachers are actively engaged in ongoing data-driven discussions, professional learning, and collaborative planning. Their feedback is shaping priorities for next year, with a focus on literacy, expanded intervention supports, and enhanced team cohesion. |

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| **Other School Personnel** | Meeting Structure<br>• **Campus Meetings:** Monthly<br>• **RTI Staff Trainings:** As needed<br>• **RTI Staff Meetings/Check-ins:** Weekly<br>Topics Discussed<br>• RTI (Response to Intervention) group composition and intervention planning<br>• Student progress monitoring and record maintenance<br>• Training in assessment tools (Fountas & Pinnell, BPST, Sight Words)<br>Feedback Highlights<br>• Interventionists found the January behavior PD very helpful.<br>• Desire for more opportunities for RTI staff to meet together across campuses.<br>• Request to focus more on reading comprehension interventions next year.<br>• Need for extra support in Kindergarten classrooms.<br>• Suggestion to add more after-school academic programs.<br><br>Classified staff play a key role in student intervention and support. Their feedback emphasizes the value of targeted professional development, the need for more collaborative RTI planning time, a greater focus on reading comprehension, and expanded support for early grades and after-school programming. These insights are directly informing LCAP planning for 2025-26. |
| **Students** | **Summary of EOY Student Survey Feedback (May 2025)**<br>**Positive Feedback:**<br>• Students value the close-knit, caring school community.<br>• They appreciate supportive teachers and staff.<br>• Diversity, inclusion, kindness, and uniqueness are frequently mentioned as important to their positive experience.<br>• Community meetings, social events, and after-school clubs/sports are enjoyed. |

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| | • 85% of students feel they have at least two people at school they can turn to for help; 92% have at least one.<br><br>**Critical Feedback:**<br>• Students want more and better school meal options.<br>• They request more time for lunch and a longer mid-day break (currently 30 minutes).<br>• There is a desire to change or eliminate the uniform policy.<br>• Requests for more field trips and additional leadership opportunities beyond the current options. |
| **Student Advisory Committee** | **Meeting Dates**<br>• 3/26, 4/24, 5/28<br>Topics Discussed<br>• Introduction to the Student Advisory Committee (SAC)<br>• Overview of the LCAP<br>• Student experience ("glows/grows")<br>Student Feedback Highlights<br>• Students feel teachers and staff are responsive and supportive.<br>• iReady homework lessons are time-consuming.<br>• The Leadership in Action course does not frequently use the 7 Habits framework.<br><br>Students appreciate the support they receive from staff and value opportunities to share their experiences. They identified areas for improvement, including the workload from i-Ready homework and a desire for more consistent use of leadership frameworks in their coursework. This feedback will help inform school planning and program adjustments for 2025-26.<br><br>On 5/28/25: The Student Advisory Committee reviewed and approved the use of Title Funds, LREBG, and LCFF Funds as outlined on the 2025-26 LCAP; and submission to Elevate's governing board for approval |

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| **Parent Advisory Committee (PAC)** | **Meeting Dates**<br>• 11/13/24, 2/5/25, 3/19/25, 6/4/25 (final meeting of the year; LCAP approval)<br>Topics Discussed<br>• School Safety Plan<br>• LCAP (Local Control and Accountability Plan)<br>• Family Engagement<br>Parent Feedback Highlights<br>• Parents recognize Elevate's active promotion of parent involvement and efforts to strengthen communication and collaboration.<br>• Some families expressed concerns about strict enforcement of the uniform policy.<br>• There is a desire for more community-building initiatives.<br>• Parents appreciate the new math curriculum but would like additional resources to support learning at home.<br>• Suggestion to change the day of the week the school newsletter is sent out.<br>• Parents support the use of attendance incentives.<br><br>Elevate's PAC plays a vital role in advising on school plans and fostering family engagement. Their feedback for 2025-26 centers on enhancing communication, building community, providing more at-home learning resources, and refining school policies and practices to better support families and students<br><br>On 6/4/25: The 2025-26 LCAP was reviewed and discussed, along with the use of Title Funds, LREBG, and LCFF Funds as outlined on the 2025-26 LCAP.<br>Feedback provided:<br>• Overall strong support for 25-26 LCAP goals, actions and metrics<br>• Multiple PAC members voiced appreciation for opportunity to be involved in meaningful way on the committee and that it resulted in deeper appreciation for the work of the school team<br>• When discussing attendance and chronic absenteeism, one parent noted that elements of middle school ISC work are extremely time consuming, even when student genuinely attempted to complete all aspects |

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| | • Another parent noted increased ELOP activities and options and hopes to see continued growth in that area for students<br><br>The PAC approved the submission of Elevate's 2025-26 LCAP to Elevate's Governing Board. |
| **English Learner Parent Advisory Committee (EL-PAC)** | **Meeting Dates**<br>• 10/17, 1/16, 3/28<br>Topics Discussed<br>• Initial ELPAC (English Language Proficiency Assessments for California)<br>• Individualized learning goals for English Learners<br>• LCAP (Local Control and Accountability Plan)<br>• RFEP (Reclassification to Fluent English Proficient)<br>• Parent surveys<br>• Parent and student resources<br>Parent Feedback Highlights<br>• Parents appreciate the supports provided for English Learners.<br>• There is a need to increase engagement and participation of more EL parents in committee activities.<br>• Families expressed a desire for greater understanding of the EL program and its requirements.<br><br>EL-PAC meetings provided a forum for parents to learn about English Learner programs, assessments, and supports. Parents value the resources and assistance offered but would like more outreach to engage additional EL families and clearer communication about program expectations and requirements. This feedback will inform ongoing efforts to strengthen EL parent engagement and program transparency in the 2025-26 LCAP. |
| **Parents including those representing Unduplicated Pupils & Students with Disabilities** | Engagement Structure<br>• **Parent Meetings:** 9/13/24, 10/8/24, 11/1/24, 2/11/25, 3/15/25, 4/15/25<br>• **Parent Surveys:** Administered October 2024 and March 2025 |

Parent Meetings: Topics Discussed

- Expanded Learning Opportunities Programs (ELO-P)
- Importance of student attendance
- Support programs for Military families
- Behavioral health support for students and families

Parent Feedback Highlights

- Families want more opportunities to volunteer in classrooms.
- Interest in additional ways for working parents to connect and engage.
- Parents feel their voices are heard in school decisions.
- Families enjoy school social events and would like more in the future.
- High satisfaction with ELO-P opportunities for their children.

Parents are actively engaged through meetings and surveys, providing valuable input on enrichment, support programs, and school climate. Their feedback underscores the importance of volunteer opportunities, family connection events, and continued support for working families and military families. Parents appreciate current programs and feel included in the school community, guiding LCAP priorities for 2025-26.

**Analysis of Parent Survey**: - **Key findings.**

**1. Reasons for Choosing Elevate**

- The most common reasons parents selected Elevate for their children include:
    - Strong academic reputation
    - Smaller learning environment
    - Diverse student/family population
    - Leader in Me/7 Habits program
    - Commitment to serving military families

**2. Academic and Community Climate**

- **Academic Excellence:** 76 parents "Strongly Agree" that Elevate promotes academic excellence for all students, with 19 "Agree" and only isolated negative responses.
- **Leadership Opportunities:** 71 "Strongly Agree" that Elevate provides meaningful leadership opportunities, with 22 "Agree".
- **Creativity and Respect:** High marks for opportunities to express creativity and for staff treating students and parents with respect.
- **Cultural Inclusion:** The majority "Strongly Agree" or "Agree" that Elevate uses instructional materials reflecting multiple cultures and communicates the importance of respecting different cultural beliefs.

**3. Student Experience**

- **Enjoyment and Safety:** Most parents report their child enjoys school and feels safe, with "Strongly Agree" as the dominant response.
- **Connection and Instruction:** High levels of agreement that children feel connected at school and receive high-quality instruction and social-emotional support.
- **Intervention and Enrichment:** While most are satisfied, a few parents request more interventions for struggling students and enrichment for advanced learners.

**4. Parent Engagement**

- **Welcoming Environment:** Nearly all parents "Strongly Agree" that Elevate is welcoming to families.
- **Communication:** Parents feel well-informed via newsletters, teacher communications, and school websites. However, some note information overload or delayed responses to emails.
- **Opportunities for Input:** Most feel they can partner in their child's education, but some suggest more specific invitations for input and more opportunities for classroom volunteering.
- **Preferred Communication:** Parent Square (newsletter), direct teacher communications, and the school website are the most used channels. Preferences for meeting times vary, but evenings and in-person formats are common.

**5. Middle School-Specific Concerns**

- **Parent Involvement:** Some middle school parents report feeling less connected to the school community and would like more events and communications specifically designed for this age group. They also express a desire for meaningful opportunities to participate in classrooms and on campus. Additionally, families with younger children who cannot bring them to volunteer activities would appreciate more flexible options that allow them to be involved without needing to secure outside childcare

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| **SELPA Administrator** | Elevate School communicated with its SELPA via email with the school's LCAP – specifically the needs of Students with Disabilities (SWD).<br><br>**Action Plan Overview:**<br>The Special Education action plan centers on establishing and refining effective systems and procedures to support students with special needs. The school will use multiple data points—including student achievement, behavior, attendance, and feedback from staff and parents—to guide comprehensive review and continuous improvement of practices.<br><br>**Strengths:**<br>• A dedicated Special Education (SPED) team collaborates closely with general education teachers and staff, ensuring an integrated approach to student support.<br>• The team is committed to ongoing professional development, focusing on legal/procedural requirements, documentation, differentiated instruction, inclusive strategies, and behavior management.<br><br>**Professional Development:**<br>• SPED staff will participate in targeted PD sessions, including annual reviews and adjustments based on staff and parent input, to ensure up-to-date, evidence-based, and equitable practices.<br>• Training will include legal compliance, reporting, inclusive teaching, and positive behavior supports, in line with best practices and ethical standards.<br><br>**Collaboration:**<br>• Special Education and General Education teachers will work together to develop and implement consistent protocols for lesson modification, accommodations, and classroom support, fostering inclusive and supportive learning environments.<br>• Regular meetings and open communication will ensure alignment and responsiveness to student needs.<br><br>**Continuous Improvement:**<br>• The school will engage in ongoing data analysis and collaborative reflection, incorporating feedback from all stakeholders to refine systems and procedures.<br>• Annual review of PD and intervention strategies will ensure responsiveness to evolving needs and regulatory requirements.<br><br>**Next Steps:** |

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| | • Continue to prioritize inclusive, research-based practices and strengthen collaboration across all teams to best serve students with disabilities.<br><br>This approach ensures that Elevate's Special Education program remains responsive, compliant, and focused on continuous improvement, with strong collaboration between SPED, general education staff, and families. |

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

The development of the adopted 2025-26 LCAP Goals, actions, and metrics was shaped through consultation with our educational partners. We actively sought input and feedback from these stakeholders to ensure their perspectives were incorporated as follows:

- Strengthening School Climate & Engagement: See LCAP Goal 1, Action 3 – Leader In Me, Restorative Practices, Counselors (ES & MS); and (3) Dean of Students (one per school site)
- Instructional Support for Students Dean of Student Support, RtI Interventionist, ELOP Programming– See LCAP Goal 1, Action 2
- Instructional Support for Teachers & Support Staff: Director of Instruction; Instructional Coaching – See LCAP Goal 2, Action 2
- Professional Development: See LCAP Goal 2, Action 2
- Attendance & Intervention: See LCAP Goal 1, Action 3
- Family & Community Engagement, communication and opportunities to volunteer: See LCAP Goal 3, Actions 2 and 3.
- Support for EL: See LCAP Goal 1, Action 4 – Dedicated ELD teacher; GLAD Professional Development, and implementation of Ellevation
- Support for SWD: See LCAP Goal 1, Action 5 – Support Staff including Behavior Interventionists
- Student Voice: See Goal 3, Action 1 – Implementation of Student Advisory Committee (SAC), Peace Patrol, Safety Team, Student Lighthouse Team, and student-led assemblies.

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1 | CAASPP ELA Assessment: Distance from Standard (DFS)<br>Source: CA School Dashboard | 2022-23 ELA CAASPP<br>DFS<br>All Students +77.1<br>African American +77.1<br>Hispanic +63<br>White +74.8<br>Two or More Races +77.7<br>SED 58.7<br>SWD -8.8 | 2023-24 ELA CAASPP<br>DFS<br>All Students +73.8<br>African American +53.9<br>Hispanic +73.4<br>White +73.2<br>Two or More Races +83.5<br>SED +48.2<br>SWD +13.6 | | 2024-25 ELA CAASPP<br>DFS<br>All Students +75<br>African American +55<br>Hispanic +74<br>White +74<br>Two or More Races >+75<br>SED +49<br>SWD +14 | All Students: -3.3<br>African American: -23.2<br>Hispanic: -10.4<br>White: -1.6<br>Two or More Races: +5.8<br>SED: -10.5<br>SWD: +22.4 |

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| 2 | CAASPP Math Assessment: Distance from Standard (DFS)<br>Source: CA School Dashboard | 2022-23 Math CAASPP<br>DFS<br>All Students +39.8<br>African American +43.2<br>Hispanic +28.7<br>White +39.3<br>Two or More Races +29.3<br>SED +28<br>SWD -41.4 | 2023-24 Math CAASPP<br>DFS<br>All Students +47.9<br>African American +20.6<br>Hispanic +39<br>White +58.4<br>Two or More Races +52.5<br>SED +18.9<br>SWD -12.4 | | 2024-25 Math CAASPP<br>DFS<br>All Students +50<br>African American +22<br>Hispanic +40<br>White +59<br>Two or More Races +54<br>SED +20<br>SWD -11 | All Students: +8.1<br>African American: -22.6<br>Hispanic: +10.3<br>White: +19.1<br>Two or More Races: +23.2<br>SED: -9.1<br>SWD: +29 |
| 3 | % Proficient CAST<br>Source: CA School Dashboard | 2022-23 CAST<br>%<br>All Students 57.1%<br>Hispanic 59.5%<br>White 57.6%<br>SED 51.4%<br>Source: CAASPP | 2023-24 CAST<br>DFS<br>All Students +5.8<br>White +5.8<br>SED -1.5 | | 2023-24 CAST<br>DFS<br>All Students +6<br>White +6<br>SED 0 | All Students: +9.9%<br>White: +12.1%<br>SED: +2.3%<br>* Comparison 2022-23 vs 2023-24 (% met or exceeded standards |
| 4 | % EL who made progress towards English Language Proficiency<br>Source: ELPI – CA School Dashboard | 60%<br>Source: 2023 Dashboard | 62.1%<br>Source: 2024 Dashboard | | 65% | +2.1% |
| 5 | % students English Language Proficiency for Summative ELPAC<br>Source: ELPAC website | 2022-23: 44.83% | 2023-24: 47.06% | | 2024-25: 50% | +2.23% |
| 6 | Reclassification Rate<br>Source: Dataquest | 2022-23: 6.1% | 2023-24: 9.76% | | 2024-25: 6.4% | +3.66% |
| 7 | Attendance Rate<br>Source: CALPADS | 2022-23: 95% | 2023-24: 95.34% | | 2024-25: >95% | +0.34% |

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| 8 | Chronic Absenteeism Rates<br>Source: Dataquest | 2022-23: Chronic Absenteeism<br>Rate<br>All Students 10.6%<br>African American 2.7%<br>Hispanic 21.7%<br>White 9.2%<br>Two or More Races 9.8%<br>EL 11.4%<br>SED 10.5%<br>SWD 13.3% | 2023-24: Chronic Absenteeism<br>Rate<br>All Students 7.0%<br>African American 4.6%<br>Hispanic 11.4%<br>White 6.5%<br>Two or More Races 6.6%<br>EL 10.0%<br>SED 6.3%<br>SWD 6.3% | | 2024-25 Chronic Absenteeism<br>Rate<br>All Students 8.0%<br>African American 7.0%<br>Hispanic 13.0%<br>White 7.0%<br>Two or More Races 9.0%<br>EL 6.0%<br>SED 9.0%<br>SWD 11.0% | All Students: -3.6%<br>African American: -1.9%<br>Hispanic: -10.3%<br>White: -2.7%<br>Two or More Races: -3.2%<br>EL: -1.4%<br>SED: -4.2%<br>SWD: -7% |
| 9 | Middle School Dropout Rates<br>Source: CALPADS | 2022-23: 0% | 2023-24: 0% | | 2024-25: 0% | 0% |
| 10 | Suspension Rate<br>Source: Dataquest | 2022-23: Suspension<br>Rate<br>All Students 0.8%<br>African American 0.0%<br>Hispanic 1.7%<br>White 0.6%<br>Two or More Races 0.0%<br>EL 0.0%<br>SED 0.9%<br>SWD 0.0% | 2023-24: Suspension<br>Rate<br>All Students 0.8%<br>African American 1.1%<br>Hispanic 0.8%<br>White 0.0%<br>Two or More Races 2.7%<br>EL 2.4%<br>SED 1.3%<br>SWD 2.5% | | 2024-25 Suspension<br>Rate<br>All Students 1.1%<br>African American 3.8%<br>Hispanic 0.8%<br>White 0.0%<br>Two or More Races 0.0%<br>EL 0.0%<br>SED 0.7%<br>SWD 1.4% | All Students: 0%<br>African American: +1.1%<br>Hispanic: -0.9%<br>White: -0.6%<br>Two or More Races: +2.7%<br>EL: +2.4%<br>SED: +0.4%<br>SWD: +2.5% |
| 11 | Expulsion Rate<br>Source: Dataquest | 2022-23: 0% | 2023-24: 0% | | 2024-25: 0% | 0% |
| 12 | % students participating in elective course or enrichment.<br>Source: Master Schedule<br>CALPADS | 2023-24: 100% | 2024-25: 100% | | 2025-26: 100% | 0% |
| 13 | % students participating in in | 2022-23: 100% | 2023-24: 82% | | 2024-25: 100% | -18% |

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| | all 5 Components of the Physical Fitness Test (PFT): Grade 5<br>Source: SARC | | | | | |
| 14 | % students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7<br>Source: SARC | 2022-23: 94% | 2023-24: 100% | | 2024-25: 100% | +6% |

**NOTE: Elevate School currently serves grades K-8, therefore the following CDE LCAP required metrics do not apply:**

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

# Goal Analysis for 2024-25

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 has been fully implemented with modifications. This school year, Achieve 3000 was utilized for students in grades 3-5. Instead, Newsela was utilized for students in grades 6-8, because it aligns to the History Academic Content Standards. Newsela does not provide level set. Students referred to SST were assessed with more frequency to measure and monitor progress and ensure appropriate, targeted, and effective interventions are provided on a timely basis to improve and accelerate student academic growth. New this year, is the expansion on the use of Educlimber tools to record incident reports, collecting data on student behavior which is used for progress monitoring of PBIS. Educlimber

offers a valuable feature “point sheet,” that allows our team to set goals for student behavior, the collection of data to assess and identify trends and measure growth over time.

**Action 2**: This action has been partially implemented with modifications. RtI afterschool services for grades 6-8 started in January 2025 due to the need to coordinate staff schedules. RtI is provided through small groups with a teacher and support staff. The School Counselor and Dean continue to communicate with students identified for RtI and their families to ensure participation in afterschool RtI to improve student academic outcomes. For grades K-5, RtI is provided during the instructional day. Educlimber is used to monitor the progress of students in RtI. Students are demonstrating growth.

This year we added Tier 3 intervention groups for identified students in the SST. The MTSS Coordinator is collaborating with the ELOP Coordinator to ensure RtI services are provided to identified students focusing on ELA. Student performance on iReady assessment was used to identify students for RtI, and the focus skill is on vocabulary and literature comprehension, that is retaught suing iReady resources.

**Action 3**: This action has been fully implemented. This year we implemented attendance incentives to improve daily attendance and reduce chronic absenteeism rates. To date, chronic absenteeism rates are 7%. The Deans are meeting with families of students at risk for chronic absenteeism, with the Hispanic student group having the highest rates without improvement. Over half of chronically absent students are in middle school grades, even though that comprises only a third of our student body. Therefore, the MTSS Team including the Dean and Counselor meet monthly (First Friday) to review attendance data, identify student barriers to attendance, develop incentive plans and next steps to improve student attendance and engagement.

**Action 4**: This action has been fully implemented. This is the initial year of implementing Ellevation EL Program management.

The designated ELD teacher utilizes the lessons and graphic organizers provided by Ellevation; including the data tracking tool to measure, monitor EL growth and progress. EL students receive RtI via the after-school program which started January 2025, focusing on targeted language needs. Our teachers continue to receive training on GLAD strategies provided by SDCOE.

**Action 5**: This action has been fully implemented. The Education Specialists participate in trainings provided by the SELPA throughout the year. An additional Education Specialist was added to reduce caseloads. Education Specialist are assigned across three campuses.

This year, the Lead Education Specialist is receiving Coaching support from a consultant. The roles and responsibilities for Paraeducators were revised and clarified resulting in increased consistency and quality of services provided to SWD. These changes have resulted in assisting general education teachers with addressing SWD with challenging behavioral issues.

**Action 6:** This action has been fully implemented. All students have access to and are enrolled in Art and STEAM courses.

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

The following actions under Goal 1 showed significant variances between budgeted and actual spending:

- Action 4 - Ellevation for English Learners: The total costs for the Ellevation program were significantly lower than projected, resulting in actual expenses below the budgeted amount.
- Action 6 - Art Teacher Position: The Art teacher resigned during the year, resulting in actual expenses below the budgeted amount due to the vacant position.

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

**Action 1**: Overall, Goal 1, Action 1 has been effective in making progress toward its intended outcomes. The action has strengthened MTSS implementation, increased use of data to inform instruction and interventions, and improved professional practice among educators. However, continued focus on consistency, early intervention, and targeted supports for the most vulnerable student groups will be essential to sustain and accelerate progress in the coming year.

**Action 2**: The RTI program demonstrates broad reach with 42% of the K-5 population receiving intervention services in ELA, Math, or both. Students participating in RTI showed substantial growth, with those scoring at or above grade level in reading increasing from 15% at beginning of year to 52% at midyear, representing a 37-percentage point gain. Similarly, math performance among RTI participants improved from 7.1% to 32.5% at or above grade level, a 25.4 percentage point increase. Additionally, the program has resulted in fewer students requiring special education assessments due to improved data analysis and parent communication.

**Concerns for SED Student Group:** Despite these overall gains, CAASPP data reveals troubling performance trends for SED students that contradict the RTI program's reported success. In ELA, SED students experienced a 10.5-point decline in Distance from Standard compared to the previous year, indicating worsening performance. Mathematics showed similar concerns with SED students declining 9.1 points in Distance from Standard. These declines stand in stark contrast to other demographic groups, such as Students with Disabilities, who showed significant improvements of 22.4 points in ELA and 29 points in Math.

**Implementation Barriers:** Several implementation challenges may be contributing to these mixed results. The coordination of multiple schedules delayed establishment of grades 6-8 RTI programming until second semester, resulting in only partial implementation for middle school students. Additionally, the transition from Achieve 3000 to Newsela for grades 6-8 may have disrupted instructional continuity during this critical period.

**Assessment of Effectiveness:** While the RTI program shows promise for students who actively participate, the declining CAASPP performance among SED students suggests that current interventions are insufficient to address the specific needs of this population. The dramatic improvements demonstrated by Students with Disabilities indicate that intensive, targeted support strategies can be highly effective when properly implemented. This success model suggests that SED students may require similarly focused and intensive interventions to reverse their declining academic performance and achieve equitable outcomes across all student groups.

**Action 3**: This action shows **moderate effectiveness** in making progress toward the goal, with notable improvements in chronic absenteeism rates across multiple student groups.

**Significant Attendance Improvements:** The school has achieved substantial reductions in chronic absenteeism rates across key demographics. Overall chronic absenteeism declined from 10.6% to 7%, representing a 3.6 percentage point improvement. English Learners experienced a decrease from 11.4% to 10%, while Socioeconomically Disadvantaged students showed the most dramatic improvement, declining from 10.5% in 2022-23 to 6.3% in 2023-24, a reduction of over 4 percentage points.

**Effective Attendance Strategies:** The comprehensive attendance incentive program has demonstrated measurable impact beyond creating student excitement. Class scoreboards tracking days with minimal absences, combined with tiered rewards including pizza parties, ice cream celebrations, free dress days, and Golden Eagle merchandise, have contributed to these improvements. The targeted approach for chronically absent students proved particularly effective, with 70% of identified students meeting attendance goals during the October focus period.

**Persistent Challenges with Hispanic Student Group:** Despite overall improvements, the Hispanic/Latino student group continues to present challenges with chronic absenteeism rates remaining at 11.4% at midyear, similar to the previous year's end-of-year data. This suggests that while broad-based interventions have been successful across other demographics, this specific population requires more targeted approaches to address the underlying factors identified in the root cause analysis, including sibling attendance dependencies, medical fragility, and appointment scheduling patterns.

**Social-Emotional Learning Progress:** The social-emotional components show positive implementation with the new middle school counselor incorporating consistent SEL lessons using Leader in Me language during weekly Leadership in Action courses. Staff report increased capacity to address challenging behaviors, though persistent behavioral issues indicate ongoing need for systematic approaches.

**Assessment of Effectiveness:** The action demonstrates strong effectiveness in reducing chronic absenteeism for most student groups, with particularly impressive gains among SED students. However, the persistent challenges with the Hispanic student group that triggered the original RED performance rating indicate that while current strategies are broadly successful, more culturally responsive and individualized interventions may be necessary to achieve equitable outcomes across all demographic groups. The overall positive trend suggests the foundational approaches are sound but require refinement for specific populations.

**Action 4**: This action shows strong effectiveness in making progress toward the goal, with consistent improvements across multiple measures of English Learner achievement and language acquisition.

**English Language Proficiency Growth:** The action demonstrates substantial effectiveness in supporting English Learners' language development. The percentage of EL students making progress towards English Language Proficiency increased from 60% baseline to 62.1%, exceeding the target of 62%. Additionally, the percentage of students achieving English Language Proficiency on the Summative ELPAC improved from 44.83% in 2022-23 to 47.06% in 2023-24, representing a 2.23 percentage point gain that surpassed the target of 46%.

**Reclassification Success:** The reclassification rate shows particularly strong improvement, increasing from 6.1% in 2022-23 to 9.76% in 2023-24, a gain of 3.66 percentage points. This substantial increase indicates that the comprehensive EL support system is effectively moving students toward English proficiency and academic success, enabling them to exit EL status at an accelerated rate.

**Academic Achievement in Core Subjects:** English Learners participating in RTI interventions demonstrated significant academic growth in both reading and mathematics. In reading, EL students scoring at or above grade level increased from 16.1% (5 of 31 students) at beginning of year to 37.5% (12 of 32 students) at midyear. Mathematics showed even more dramatic improvement, with EL students at or above grade level increasing from 9.7% (3 of 31 students) to 40.6% (13 of 32 students), representing substantial gains in core academic areas.

**Programmatic Implementation Strengths:** The ELD teacher has successfully implemented individualized learning goals for each EL student centered around specific EL standards growth needed for level advancement. The utilization of Ellevation for lessons, graphic organizers, data tracking, and monitoring student readiness for reclassification has created a systematic approach to EL support. The continuation of GLAD training for additional teaching teams has expanded capacity for supporting multilingual learners across the school.

**Implementation Challenges:** Some implementation barriers have emerged, including delays in establishing ELD support within the after-school program and ongoing challenges with accurate EL reporting information in iReady assessment systems. These technical and logistical issues may be limiting the full potential impact of the interventions.

**Assessment of Effectiveness:** Action 4 demonstrates high effectiveness in advancing English Learner outcomes across multiple domains including language proficiency, reclassification rates, and core academic achievement. The systematic approach using Ellevation, individualized goal setting, and targeted RTI interventions has created a comprehensive support system that is producing measurable results. The strong performance gains suggest that current strategies are well-aligned with EL student needs and should be maintained and expanded to address remaining implementation challenges.

**Action 5**: This action shows **strong effectiveness** in making progress toward the goal, with significant improvements in both academic achievement and program infrastructure for Students with Disabilities.

**Exceptional Academic Growth:** Students with Disabilities demonstrated remarkable academic progress across both ELA and mathematics assessments. In CAASPP ELA, SWD students showed a substantial 22.4-point improvement in Distance from Standard, representing one of the largest gains among all demographic groups. Mathematics performance was even more impressive, with SWD students achieving a 29-point improvement in Distance from Standard, indicating significant progress toward grade-level proficiency.

**RTI Program Success for SWD:** Students with Disabilities participating in RTI interventions showed consistent academic growth in both core subject areas. In reading, SWD students scoring at or above grade level increased from 29.9% (20 of 67 students) at beginning of year to 39.4% (26 of 66 students) at midyear. Mathematics achievement showed similar improvement, with students at or above grade level increasing from 22.4% (15 of 67 students) to 33.8% (23 of 68 students), demonstrating the effectiveness of targeted interventions for this population.

**Enhanced Staffing and Service Delivery:** The action's effectiveness is supported by significant infrastructure improvements, including the hiring of 3.5 Education Specialists to serve 70 students with IEPs. The three middle school SPED support staff have clarified their roles to ensure comprehensive student services, while ongoing SELPA trainings have improved alignment and consistency across the special education team. The Lead Education Specialist has received additional consultant support, strengthening program leadership and quality.

**Improved Program Quality and Consistency:** Staff report increased consistency and quality of services provided to students with IEPs, along with enhanced team capacity to address challenging behaviors. The Lead Education Specialist has been particularly effective in building and supporting the SPED team, creating a more cohesive and responsive service delivery model.

**Implementation Challenges:** The primary challenge has been the learning curve for Education Specialists as they develop understanding of their roles while simultaneously serving students and participating in required SELPA training programs. This dual demand of service delivery and professional development has created some initial implementation strain.

**Assessment of Effectiveness:** Action 5 demonstrates exceptional effectiveness in supporting Students with Disabilities, evidenced by the dramatic academic gains that exceed performance improvements seen in other demographic groups. The combination of increased staffing enhanced professional development, improved service consistency, and targeted RTI interventions has created a comprehensive support system that is producing measurable results. The substantial CAASPP improvements and RTI growth data indicate that current strategies are highly effective and should be maintained while continuing to address the professional development needs of new staff members.

**Action 6**: This action shows **strong effectiveness** in achieving comprehensive curriculum access for all students.

**Implementation Success:** The action achieved full implementation with 100% of students participating in elective courses or enrichment activities, maintaining the established target. All students receive the required broad course of study including core subjects plus Art and STEAM courses during the instructional day.

**Program Stability Despite Staffing Changes:** After the original art teacher departed mid-year, we successfully hired a replacement who has integrated effectively and is building out the art program. The Art Program Assistant provided crucial continuity, transitioning from volunteer to formal staff member to anchor the program during the transition.

**Comprehensive Access Structure:** Grades K-5 receive weekly art instruction while grades 6-8 access art as a four-times-per-week elective option, ensuring equitable access across all grade levels with developmentally appropriate scheduling.

**Assessment of Effectiveness:** Action 6 demonstrates strong effectiveness through sustained 100% student participation rates and successful recovery from staffing challenges. The reconfigured staffing model provides program stability, and student excitement indicates positive engagement outcomes. The action successfully maintains comprehensive curriculum access as intended.

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.

Based on reflections on prior practice, **no changes will be made to Goal 1**, as the comprehensive educational program continues to demonstrate effectiveness across student populations.

**Metric Alignment Adjustment:** The CA Science Test (CAST) metric will be revised from percentage of students meeting standards to Distance from Standard (DFS) to align with CA School Dashboard reporting, following State Board approval. Current baseline data shows positive growth: All Students 9.9%, White students 12.1%, and SED students 2.3%.

**LCAP Structure Continuity:** Elevate School will continue developing a one-year LCAP with one-year outcomes, as this approach is allowable for Charter Schools and supports responsive annual planning.

All Goal 1 actions will continue with some modifications as part of our school's ongoing schoolwide improvement cycle; needs assessment findings, use of Title funds, LCFF S&C, and LREBG funds.

**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, and set annual growth targets.<br>**Assessment Tools and Schedule:**<br>• **iReady Reading and Math (K-8):** Administered three times per year for diagnostic data and progress monitoring.<br>• **Illuminate Benchmark Assessments (1-8):** Assess student understanding of core content standards.<br>• **Illustrative Math Unit Tests (K-8):** Used throughout each math unit to assess mastery of mathematical concepts and inform instruction.<br>• **Fountas & Pinnell Benchmark Assessments (K-5):** Evaluate reading levels and guide instruction.<br>• **BPST (K-5):** Assess phonics and decoding skills.<br>• **Sight Words (K-2):** Measure early literacy and word recognition.<br>• **Achieve 3000 Level Set – Lexile (3-5):** Assess reading comprehension and track Lexile growth.<br>• **Writing Benchmarks:** Administered four times per year to monitor writing development.<br>**Data Integration and Analysis:**<br>Educlimber serves as an interactive platform to consolidate whole-child data, including assessment results, intervention tracking, and progress monitoring. This system supports collaboration, effectiveness reporting, | $45,246 | N |

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| | | early warning identification, and strengthens Multi-Tiered System of Supports (MTSS) implementation.<br><br>**Instructional Leadership and Data-Driven Decisions:**<br>The Instructional Leadership Team regularly reviews and analyzes assessment data to inform instructional practices and professional learning priorities.<br><br>**Assessment Quality and Instructional Impact:**<br>The State Board of Education has approved i-Ready Assessments as a verified data source. i-Ready offers comprehensive diagnostic assessments and personalized instruction, providing educators with actionable insights into each student's strengths and areas for growth. Its user-friendly dashboards and tailored online lessons support differentiated instruction, helping accelerate student progress and ensuring that instructional strategies are responsive to individual needs. | | |
| 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.<br><br>**Key Components of the Tiered Support System:** The Dean of Students, a new position funded by Title I ($88,883) and LCFF Base ($6,748), will lead the Multi-Tiered System of Supports (MTSS) to ensure students receive the necessary interventions to improve outcomes. This role involves analyzing student data to drive informed decision-making and maximizing support systems to enhance student achievement. The Dean will also provide coaching for Interventionists, lead professional learning, as needed, to equip all educators and support staff with the skills to deliver targeted, tiered interventions, and monitor student progress to evaluate program effectiveness.<br><br>• **Tiered Intervention:**<br>Identified students will receive targeted academic support from RtI interventionists (Funded with LREBG $150,000; and LCFF Base) and paraprofessionals through push-in and small group instruction. | $622,583 | N |

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| | | Student identification and progress monitoring will be based on universal screeners and ongoing assessment data.<br>• **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.<br>• **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.<br>• **Expanded Learning Opportunities:** The after-school RtI program will be piloted for students in grades 2-5 to provide additional intervention support. Elevate will continue to offer expanded learning opportunities, including after-school academic and social enrichment, summer programming, and ELOP Intercession camps in November, December, April, and June, with priority access for low-income and foster youth (ELO-P funded). After-school RtI will also be offered in conjunction with Attendance Recovery to support both academic progress and improved attendance.<br>• **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 | In the 2023 CA School Dashboard, Elevate School received a RED performance level for the Chronic Absenteeism Indicator for the Hispanic student group. By 2024, the performance level improved to yellow, yet the chronic absenteeism rate for Hispanic students increased from 16.7% to | $600,137 | Y |

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| | | 21.7%. A needs assessment and root cause analysis by the Leadership Team found no consistent patterns but identified that absenteeism was often linked to family circumstances (e.g., siblings absent together, medically fragile students, medical appointments).<br><br>**Elevate School will implement the following actions:**<br><br>**Family Engagement and Communication:** At the start of the year, the Leadership Team will proactively communicate with families about the importance of daily attendance and its impact on student achievement. Case managers will connect directly with families who have a history of chronic absenteeism or are identified as at-risk, ensuring ongoing support and communication.<br><br>**Attendance Incentives and Policy:** Schoolwide attendance incentives and contests will be implemented to engage the entire school community, alongside regular communication with families about attendance expectations. Elevate School's attendance policy will be strengthened and clearly communicated to staff, families, and students. A School Attendance Team, established in January 2025, will continue meeting to identify and implement campus-specific interventions for students and families.<br><br>**Designated Attendance Monitors:** Beginning in 2025-26, Elevate will assign a designated staff member at each campus (in addition to the Dean) responsible for weekly attendance monitoring and leading student and family engagement efforts.<br><br>**Social-Emotional and Behavioral Supports:** Elevate is committed to supporting the mental health and behavioral needs of all students. The Dean of Students will lead the implementation of restorative practices and social-emotional learning (SEL) schoolwide, coordinate the Student Lighthouse Team to promote positive school culture, and oversee the MTSS framework and de-escalation strategies for behavioral issues. The Dean will also provide instructional coaching to ensure consistent classroom management and use of EduClimber for behavior intervention tracking.<br><br>**Counseling and SEL:** Counselors will lead the Leader in Me program and deliver SEL lessons, provide counseling services, and collaborate with the Dean and MTSS Coordinator using EduClimber data. All staff will be | | |

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| | | trained in Leader in Me to build leadership and life skills, foster a high-trust culture, and support academic achievement.<br><br>**Targeted Attendance Interventions:** Elevate recognizes a few common threads among chronically absent students and will tailor interventions accordingly. After revising staff responsibilities, each campus will have a dedicated attendance lead to ensure timely intervention and family engagement.<br><br>**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.<br><br>This comprehensive, data-driven approach ensures that social-emotional and behavioral needs are addressed alongside chronic absenteeism, with a strong focus on family engagement, targeted intervention, and a positive, supportive school climate | | |
| 4 | STRENGTHENING EL PROGRAM & SERVICES | In the 2025-26 school year, Elevate School will enhance support for English Learners (ELs) by providing each student with an individualized, ELD standards-aligned plan. Parents will receive a report on their child's ELD progress with each report card, and ELD standards will be shared with families of EL-designated students to foster understanding of learning goals and expectations.<br><br>A credentialed ELD teacher will deliver rigorous designated ELD instruction and tiered interventions, including small group and individualized support tailored to student needs. English Learners, especially Long-Term English Learners (LTELs), will be prioritized for after-school tutoring through the Expanded Learning Opportunities Program (ELOP) to further accelerate English language proficiency.<br><br>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.<br><br>Teachers will continue to receive GLAD (Guided Language Acquisition Design) training, and the Instructional Leadership Team will provide | $144,711 | N |

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| | | ongoing instructional coaching to ensure staff are equipped with effective, research-based strategies for supporting English Learners in every classroom. This comprehensive approach ensures individualized, standards-aligned support for each EL, keeps families informed and engaged, and builds teacher capacity to promote language acquisition and academic success. | | |
| 5 | SERVICES TO SUPPORT SWD | Elevate School's Special Education action plan focuses on establishing and refining effective systems and procedures to meet the diverse needs of students with disabilities. The team will use multiple data sources—such as student achievement, behavior, attendance, and feedback from staff and families—to guide comprehensive review and continuous improvement of services.<br><br>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.<br><br>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.<br><br>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.<br><br>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. | $899,518 | N |

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| | | Through these systems, Elevate School is committed to providing inclusive, equitable, and effective services for students with disabilities, supporting their academic, behavioral, and social-emotional growth. Ongoing collaboration, data analysis, and stakeholder input will ensure that services remain responsive and continuously improve to meet the needs of all SWD. | | |
| 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.<br><br>All students in grades K-8 participate in a comprehensive curriculum that includes English Language Arts, Mathematics, Science (aligned to NGSS), Social Studies, Visual and Performing Arts, Physical Education, and Health. In addition, students have access to STEAM (Grades 2-8), Art (Grades K-5), Art electives (Grades 6-8), and STEAM electives (Grades 6-8). Technology is integrated throughout the curriculum, and every student is provided with age-appropriate devices to support digital literacy and learning.<br><br>Instruction is aligned with state content standards and incorporates Universal Design for Learning (UDL) and Multi-Tiered System of Supports (MTSS) to ensure equity and access for all learners. Teachers collaborate regularly across grade levels and campuses to align curriculum, instructional materials, and assessment practices. Specialized supports, modifications, and accommodations are provided as needed so that all students, including those with disabilities and English Learners, can fully participate in every subject area.<br><br>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 | $364,185 | N |

# 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.

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

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 15 | % teachers – fully credentialed & appropriately assigned.<br>Source: CDE TAMO | 2021-22: 84.7% | 2022-23: 88.4% | | 2023-24: 91.2% | +3.7% |
| 16 | % students with access to standards-aligned materials.<br>Source: Textbook Inventory/classroom observations | 2023-24: 100% | 2024-25: 100% | | 2025-26: 100% | 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 17 | Implementation of the State Academic content & performance standards for all students & enable ELs access.<br><br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard) | 2023-24<br>ELA: 5<br>ELD: 4<br>Math: 5<br>Social Science: 5<br>Science: 5<br>CTE: NA<br>Health: 4<br>PE: 5<br>VAPA: 5<br>World Language: N/A | 2024-25<br>ELA: 5<br>ELD: 5<br>Math: 5<br>Social Science: 5<br>Science: 5<br>CTE: NA<br>Health: 4<br>PE: 4<br>VAPA: 4<br>World Language: NA | | 2025-26:<br>ELA: 5<br>ELD: 5<br>Math: 5<br>Social Science: 5<br>Science: 5<br>CTE: NA<br>Health: 4<br>PE: 5<br>VAPA: 4<br>World Language: NA | ELA: 0<br>ELD: +1<br>Math: 0<br>Social Science: 0<br>Science: 0<br>CTE: NA<br>Health: 0<br>PE: -1<br>VAPA: -1<br>World Language: NA |

# Goal Analysis for 2024-25

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 has been fully implemented. All teaching positions were filled prior to the start of the school year. Currently, two teachers are on maternity leave and substitute teachers with teaching credentials are filling the vacancy.

**Action 2**: This action has been fully implemented. The Math Instructional Coach (Consultant) is providing coaching cycles to educators teaching grades 3-5 with the recent implementation of Illustrative Math curriculum. In the 2023-24 school year, coaching was focused on math teachers for grades 6-8; and for the 2025-26 school year coaching will focus on educators teaching grades K-2. Summer planning took place with middle school Humanities and Science teachers.

Additionally, the Writing Instructional Coach (Consultant) is coaching all teachers on "Writing to learn," rather than "Learning to write." The focus this year is on narrative writing across all disciplines, utilizing mentor texts, rubric grading and grade level alignment. We completed the Fall Safe Practice Cycle where classroom teachers received observation feedback from Deans and peers.

**Action 3**: This action has been fully implemented. Additional Illustrative Math Workbooks were purchased this year for grades 3-8.

**Action 4**: This action has been fully implemented. In addition, iPad class set were purchased for Kindergarten. Elevate has implemented a 1:1 student to device ratio.

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.

Estimated actual expenditures were consistent with budgeted amounts, with no material differences identified.

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

**Action 1**: This action shows **strong effectiveness** in maintaining educational program stability.

**Staffing Success and Continuity:** The action achieved full implementation by staffing two maternity leave positions with credentialed long-term substitutes, ensuring instructional continuity while supporting staff needs. This strategic approach avoided reliance on rotating daily substitutes and maintained program quality.

**Enhanced Leadership Capacity:** The Instructional Leadership Team has increased ownership in facilitating professional learning in both whole-team and Professional Learning Community contexts, building internal capacity and reducing dependence on external facilitators.

**Comprehensive Program Support:** Our school maintains an Executive Director and appropriately credentialed teachers across grades K-8 for all core subjects, providing 176 instructional days with eight summer professional development days plus ongoing weekly training.

**Assessment of Effectiveness:** Action 1 demonstrates strong effectiveness through strategic staffing that balances employee support with educational continuity. The successful placement of credentialed substitutes and enhanced leadership team capacity indicate sustainable systems that effectively support ongoing program delivery and quality instruction.

**Action 2**: This action shows **strong effectiveness** in building educator capacity and improving student outcomes.

**Comprehensive Professional Learning Implementation:** The action achieved full implementation with intensive Special Education team training through SELPA programs and consultant support. The Math Coach expanded services to grades 3-5 while maintaining middle school support, and schoolwide writing emphasis using mentor texts and rubric grading strengthened instruction across grade levels.

**Measurable Student Achievement Results:** Professional development produced concrete outcomes including higher math test scores earlier in the year and Students with Disabilities meeting proficiency on math unit exams. Teachers participating in coaching cycles show consistent growth in instructional practices and classroom management following the completed Fall Safe Practice Cycle.

**Leadership Capacity Building:** Both administrators are actively clearing credentials with Sara completing campus visits and Lindsey working on an RTI-focused Capstone Project, strengthening organizational leadership capacity.

**Implementation Challenges:** Persistent challenging student behaviors and reduced Humanities instructional time due to scheduling changes continue despite increased behavioral intervention capacity.

**Assessment of Effectiveness** Action 2 demonstrates strong effectiveness through measurable student math performance improvements, successful coaching cycle implementation, and enhanced organizational capacity. The systematic professional development approach is producing concrete results in both educator growth and student achievement.

**Action 3**: This action shows **strong effectiveness** in supporting student learning through strategic curriculum resource investments.

**Strategic Curriculum Enhancement:** The action achieved full implementation by purchasing additional Illustrative Mathematics workbooks (Kendall Hunt) for grades 3-8, replacing online-only access with physical consumable materials that better support student learning needs.

**Assessment of Effectiveness:** Action 3 demonstrates strong effectiveness through strategic resource allocation that directly improved student math learning outcomes. The successful transition from digital to physical consumable materials addresses a clear instructional need and has produced measurable improvements in student engagement and performance, indicating that targeted curriculum investments can yield significant educational benefits.

**Action 4**: This action shows **strong effectiveness** in maintaining equitable technology access for all students.

**Technology Access Maintenance:** The action achieved full implementation by maintaining a 1:1 device ratio for every student across all grade levels. The purchase of a new class set of iPads for Kindergarten/ELOP expanded technology access for the youngest learners and after-school programming.

**Infrastructure and Support Continuity:** Elevate School continues to contract IT support services and utilize Zoom for virtual meetings, ensuring reliable technology infrastructure and communication systems remain operational. Previous infrastructure upgrades to improve internet bandwidth across all school sites support ongoing technology integration.

**Assessment of Effectiveness:** Action 4 demonstrates strong effectiveness in maintaining equitable technology access through sustained 1:1 device ratios and strategic expansion of resources for early elementary and extended learning programs. The continued investment in technology infrastructure and support services ensures all students have consistent access to digital learning tools necessary for curriculum and instruction.

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.

Based on reflections on prior practice, no changes will be made to Goal 2's planned goal or metrics, as the focus on providing robust professional learning opportunities and instructional coaching continues to effectively support educator growth and student outcomes.

Actions have been revised to provide enhanced context and details based on implementation experience and stakeholder feedback. These refinements clarify implementation strategies while maintaining the core focus on professional development, instructional coaching, and educator support systems.

Target outcomes are developed annually based on current needs assessment data and feedback from educational partners. This responsive approach ensures targets remain realistic and aligned with identified professional learning priorities and capacity-building needs.

Elevate School develops a one-year LCAP, as allowable by the CDE for Charter Schools. This structure supports annual responsiveness to emerging professional development needs and enables timely adjustments to educator support strategies based on student achievement data and staff feedback.

The revised actions maintain focus on comprehensive professional development, instructional coaching, and educator retention while incorporating lessons learned from current implementation to enhance effectiveness and sustainability.

**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—English Language Arts, Mathematics, Science, Social Studies, and Physical Education—for students in grades K-8. To ensure continuity of instruction, Elevate will also maintain a pool of substitute teachers on staff.<br>All students will receive 176 instructional days during the school year.<br>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. | $2,156,573 | N |

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| 2 | PROFESSIONAL DEVELOPMENT | Elevate School will provide all educators with robust professional development and instructional coaching throughout the 2025-26 school year. The professional development program will focus on strengthening research-based instructional practices, with an emphasis on close reading and Problem Based Learning in all grades and will incorporate strategies from John Hattie's work on visible learning.<br><br>Teachers in grades K-2 will work with a math consultant to implement Illustrative Math in primary grades, while the consultant will continue to provide coaching and support for grades 3-8 math teachers. Coaching cycles will continue as in previous years, with a focus on grade-level collaboration and individual teacher coaching throughout the year.<br><br>K-2 teachers will receive training on the use of a dyslexia screener to better identify and support students with reading challenges. All teachers will receive feedback from classroom observations conducted by Deans as part of the coaching cycle and will participate in collaborative planning to ensure instructional rigor and relevance.<br><br>To further support teacher effectiveness and credentialing, Elevate will reimburse teacher induction expenses and provide support for Deans enrolled in administrator credential programs. This comprehensive approach to professional development ensures that educators are equipped with the latest strategies and supports to maximize student learning and growth. | $235,029 | N |
| 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.<br><br>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 | $5,150 | N |

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|---|---|---|---|---|
| | | supporting diverse learners. Any identified gaps will be addressed through supplemental resources or updated materials as needed.<br><br>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 | | |
| 4 | CLOSING THE DIGITAL DIVIDE | Elevate School will ensure that all students have access to a technology device to support their learning and access curricular and instructional materials across all subject areas. Elevate will continue to contract with IT support providers to maintain and manage devices and technology systems, ensuring reliable performance and security.<br><br>Zoom will remain in use for virtual meetings, supporting instructional delivery, family engagement, and staff collaboration. To further enhance digital learning and connectivity, Elevate has completed infrastructure upgrades to increase internet bandwidth and improve network reliability across all school sites. These actions ensure that students and staff have the necessary tools and connectivity for effective teaching, learning, and communication in the 2025-26 school year. | $57,173 | N |

# 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.

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

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 18 | Facility Inspection Tool (FIT) Report Score<br>Source: SARC | 2023-24: Good | 2024-25: Good | | 2025-26: Good | No difference |
| 19 | Parent input in decision-making for UP & SWD.<br>(Questions 9-12)<br>Rating Scale:<br>1 - Exploration & Research Phase; | 2023-24:<br>9. 4<br>10.5<br>11.4<br>12.4 | 2024-25:<br>9. 4<br>10.4<br>11.4<br>12.4 | | 2025-26:<br>9. 4<br>10.4<br>11.5<br>12.4 | 9. 0<br>10.-1<br>11.0<br>12.0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Score - CDE Priority 3 Self-reflection tool. | | | | | |
| 20 | Parent participation in programs for Unduplicated Pupils & Students with Disabilities.<br><br>(Questions 1-4)<br><br>Rating Scale:<br>1 - Exploration & Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation;<br>5 - Full Implementation & Sustainability<br><br>Source: Score - CDE Priority 3 Self-reflection tool | 2023-24:<br>1. 4<br>2. 5<br>3. 5<br>4. 4 | 2024-25:<br>1. 4<br>2. 4<br>3. 4<br>4. 4 | | 2025-26:<br>1. 4<br>2. 5<br>3. 4<br>4. 4 | 1. 0<br>2. -1<br>3. -1<br>4. 0 |
| 21 | Other Local Measure - Student Survey: Sense of safety & school connectedness | 2023-24:<br>95% Sense of Safety<br>91% School connectedness | 2024-25:<br>95% Sense of Safety<br>89% School Connectedness | | 2025-26:<br>95% Sense of Safety<br>90% School Connectedness | 0% Sense of Safety<br>-2% School Connectedness |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 2 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Source: Local Survey | | | | | |
| 22 | Other Local Measure - Parent Survey: Sense of safety & school connectedness.<br>Source: Local Survey | 2023-24:<br>97% Sense of Safety<br>99% School connectedness | 2024-25:<br>98% Sense of Safety<br>97% School Connectedness | | 2025-26:<br>>95% Sense of Safety<br>>95% School Connectedness | +1% Sense of Safety<br>-2% School Connectedness |
| 23 | Other Local Measure - Staff Survey: Sense of safety & school connectedness<br>Source: Local Survey | 2023-24:<br>80% Sense of Safety<br>98% School connectedness | 2024-25:<br>91% Sense of Safety<br>96% School Connectedness | | 2025-26:<br>92% Sense of Safety<br>>95% School Connectedness | +11% Sense of Safety<br>-2% School Connectedness |

# Goal Analysis for 2024-25

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 has been partially implemented. This year a select group of middle school students form the Lighthouse Humanities were selected based on their application and good academic standing to participate in the Service Team. This team participates in scheduled trips to the serve and lead younger students at our other campus. Our staff is collaborating to design meaningful student-led conferences that include innovative uses of Student Leadership Binders.

**Action 2**: This action has been fully implemented. Elevate has developed and implemented ELAC meetings that take place regularly.

The Parent Advisory Committee and Student Advisory Committee (newly formed) this year, provided input and feedback with the LCAP Midyear Update and the development of the 2025-26 LCAP, including use of Title funds. These committees are instrumental in providing input and feedback on the development of the 2025-26 LCAP.

**Action 3**: This action has been partially implemented. Elevate continues to provide Parent Education workshops to engage families in their child's education, through ongoing communication through these meetings and via ParentSquare app.

With the recent adoption of Illustrative Math curriculum, parent education workshops were added to inform families. In addition, we offered informational sessions specifically for military families that they can access tutoring services at no cost. Elevate plans to offer a workshop for 8th grade families to prepare them with the transition and application process to high school.

**Action 4**: This action has been fully implemented. The FIT Tool was completed this year for each site; and reported on the SARC. Elevate administrators are also meeting with afterschool provider to ensure alignment to our educational program.

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

The following actions under Goal 3 showed significant variances between budgeted and actual spending:

- Action 2 - Committee Meeting Interpretation Services: Interpretation services were provided but had lower-than-expected usage, resulting in reduced costs compared to budget.
- Action 3 - Parent Workshop Interpretation Services: Interpretation services were offered for parent workshops and events but were underutilized, leading to actual expenses below the budgeted amount.

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

**Action 1**: This action shows **moderate effectiveness** with notable implementation successes but ongoing operational challenges.

**Leadership and Community Building Success:** The action achieved full implementation with innovative cross-campus initiatives including a Middle School Service Team that has completed three visits to the Serra Mesa campus on final Thursdays of October, November, and December. Staff have collaboratively developed 11 new innovative uses of student Leadership Binders, demonstrating creative engagement with the Leader in Me program.

**Safety and Infrastructure Maintenance:** The School Safety Plan has been reviewed and revised with staff-wide discussion of emergency procedures. The Raptor Visitor Management System implementation and required health screenings maintain compliance with safety and health requirements.

**Implementation Challenges:** Significant operational barriers persist including scheduling difficulties for consistent student leader collaboration time. The dual roles of key staff members create capacity constraints, with the Lighthouse Coordinator serving as Dean and the Staff Student Lighthouse Lead functioning as PE/Humanities teacher, limiting follow-through on Leader in Me initiatives. Additionally, inconsistency in Leadership in Action teachers and class format has affected program continuity.

**Assessment of Effectiveness:** Action 1 demonstrates moderate effectiveness through successful cross-campus initiatives and creative program adaptations, but operational constraints limit full program potential. The innovative approaches show promise, yet staffing and scheduling challenges indicate need for structural adjustments to maximize impact on school climate and student engagement goals.

**Action 2**: This action shows **strong effectiveness** in establishing formal parent advisory structures and maintaining consistent engagement opportunities.

**Formal Committee Establishment and Scheduling:** The action achieved full implementation by establishing both ELAC and Parent Advisory Committee meetings with structured schedules. ELAC met on 10/17/24 with future meetings scheduled for 1/16/25 and 3/27/25, while PAC met on 11/13/24 with meetings planned for 2/5/25, 3/19/25, and 5/13/25. The formal PAC committee represents a significant accomplishment in creating systematic parent input opportunities.

**Consistent Parent Participation:** The committees maintain steady participation with five parents actively engaged in advisory roles. Interpreter services and food provisions demonstrate commitment to accessibility and welcoming environments for diverse families.

**Implementation Challenges:** Despite accommodating parent-recommended scheduling for ELAC meetings, consistent attendance remains a significant challenge. We continue to face difficulties achieving regular participation from ELAC families, indicating potential barriers beyond scheduling that may require additional outreach strategies.

**Assessment of Effectiveness:** Action 2 demonstrates strong effectiveness in creating formal structures for parent input in decision-making with established meeting schedules and consistent core participation. While attendance challenges persist for ELAC, the successful establishment of PAC and maintained engagement of five parents provides meaningful opportunities for parent voice in school decisions, particularly representing Unduplicated Pupils and Students with Disabilities as required.

**Action 3**: This action shows **strong effectiveness** in providing diverse engagement opportunities despite varying participation levels.

**Comprehensive Parent Workshop Program:** The action achieved full implementation with expanded workshop offerings including new math curriculum adoption training for grades K-8, academic support resources for military families including free tutoring access, and high school preparation workshops for 8th grade families. These targeted programs address specific community needs and academic support requirements.

**Enhanced Communication and Support Systems:** Translation services offered at parent meetings have been highly successful and appreciated by families, improving accessibility for diverse populations. The ParentSquare communication platform provides ongoing family access to school information, though utilization varies among families in comfort and consistency.

**Event and Workshop Variability:** Workshop and event attendance has shown mixed results, with some events achieving strong participation while others struggle to engage broader audiences. This variation suggests that certain formats or topics resonate more effectively with the parent community than others.

**Implementation Challenges:** The primary challenges include inconsistent attendance across different workshop formats and varying comfort levels with digital communication platforms like ParentSquare, which may limit engagement for some family populations.

**Assessment of Effectiveness:** Action 3 demonstrates strong effectiveness in diversifying parent engagement opportunities through targeted workshops, translation services, and communication enhancements. While participation varies across different offerings, the successful implementation of culturally responsive services like translation and military family support indicates meaningful progress toward inclusive parent engagement goals.

**Action 4**: This action shows **strong effectiveness** in providing safe and clean learning environments.

**Excellent Facility Standards:** The action achieved full implementation with Facility Inspection Tools completed in November, producing excellent scores across all campuses. Consistent high-quality ratings demonstrate effective maintenance and safety protocols.

**Collaborative Campus Management:** Campus administrators successfully work with site lessors to maintain facility standards despite shared campus arrangements with landlord events. A December 2024 meeting with Champions after-school program directors initiated alignment of facility expectations between programs.

**Implementation Challenges:** Primary challenges include coordinating facility use during landlord-hosted events and aligning maintenance expectations with the after-school program to ensure consistent standards across all users.

**Assessment of Effectiveness:** Action 4 demonstrates strong effectiveness through excellent facility inspection scores and successful management of complex multi-user campus environments. The proactive collaboration with property lessors and after-school partners maintains safety and cleanliness standards, creating welcoming learning environments for all students and staff.

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.

Based on reflections on prior practice, no changes will be made to Goal 3's planned goal or metrics, as the focus on engaging parents as partners and strengthening family and community relationships continues to effectively support positive school climate and shared decision-making.

Actions have been revised to provide enhanced context and details based on implementation experience and stakeholder feedback. These refinements clarify engagement strategies while maintaining the core focus on parent partnerships, communication, and collaborative practices.

Target outcomes have been revised based on current needs assessment data and feedback from educational partners. This responsive approach ensures targets remain realistic and aligned with identified family engagement priorities and community building needs.

Elevate School develops a one-year LCAP, as allowable by the CDE for Charter Schools. This structure supports annual responsiveness to emerging parent engagement needs and enables timely adjustments to family partnership strategies based on survey data and stakeholder input.

The revised actions maintain focus on positive school climate, parent input in decision-making, and safe learning environments while incorporating lessons learned from current implementation to enhance effectiveness and community engagement.

**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.<br><br>Elevate partners with students and families to build a strong, inclusive school culture that values every child and supports each student in realizing their unique potential. The educational program offers multiple authentic leadership opportunities, including Leadership Day, Student Advisory Committee (SAC), classroom and campus leadership roles, the Student Lighthouse Team (K-5), and ASB/Lighthouse Team (6-8). Students also engage in learning beyond the classroom through field trips and student-led conferences, which showcase their work and deepen engagement and motivation.<br><br>To further foster community and school pride, Elevate will continue to promote cross-campus student activities and events that build connections and engagement among students. New student onboarding "clubs" will be introduced to help new students acclimate to the school culture and form peer connections, supporting a smooth transition and sense of belonging.<br><br>Elevate's commitment to safety is reflected in the regular review and revision of the School Safety Plan, which is discussed staffwide and includes emergency drills, school supervision protocols, and the use of the Raptor Visitor Management System to monitor campus visitors. Required | $243,933 | N |

| | | | | |
|---|---|---|---|---|
| | | hearing and vision screenings will be provided in compliance with state law.<br><br>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. These include the English Learner Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC), as required by California Education Code 52062(a)(2), when applicable. Additionally, the Parent Advisory Committee (PAC), as required by CA EC 52062(a)(1), will provide further input on school programs and policies.<br><br>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.<br><br>Through these structures, Elevate School is committed to engaging a diverse group of parents in shaping educational programs and ensuring that the voices of families—especially those of English Learners, foster youth, low-income students, and students with disabilities—are included in school planning and continuous improvement. | $1,535 | N |
| 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. 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. | $67,590 | N |

| | | | | |
|---|---|---|---|---|
| | | Communication with families will be streamlined through ParentSquare, and families will have access to the Aeries Parent Portal to monitor their child's academic progress and attendance. The Leadership Team and Parent Engagement Coordinator will offer a series of Parent Education workshops on topics such as Digital Citizenship/Online Safety, the 7 Habits, social-emotional supports, academic supports at home, community building through an equity lens, and strategies for supporting teens. Additional workshops will include "Getting Ready for High School" for 8th grade families and "Parent Math Night," which introduces families to the Illustrative Mathematics curriculum.<br><br>To further strengthen the school community, Elevate will host events such as Military Coffees, Coffee/Dessert with the Directors, and schoolwide gatherings like Family Art & STEAM Nights, Family Movie Night, and Family PE Days. These events and workshops are designed to build connections among families, provide practical resources, and foster a collaborative environment that supports student achievement and well-being.<br><br>Through these comprehensive efforts, Elevate ensures that all parents have accessible, relevant, and ongoing opportunities to participate actively in their child's education. | | |
| 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | Elevate School is committed to providing all students and staff with safe, clean, and well-maintained school facilities. Each year, Elevate will complete the Facility Inspection Tool (FIT) report for every school site, as required by California Education Code. The FIT is an objective tool used to evaluate whether school facilities are in "good repair," ensuring they are clean, safe, and functional for learning.<br><br>The results of each FIT inspection will be reported annually in the School Accountability Report Card (SARC), the Local Indicators Report, and the LCAP, making this information accessible to families and the community. Any issues or deficiencies identified during the inspection will be addressed promptly to maintain high standards of safety and cleanliness across all campuses.<br><br>By following this process, Elevate School ensures ongoing compliance with state requirements and demonstrates a strong commitment to | $638,293 | N |

| | | | | |
|---|---|---|---|---|
| | | maintaining a healthy, safe, and supportive learning environment for all students and staff. | | |

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025-26

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $480,500 | $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 |
|---|---|---|---|
| 9.450% | 0% | $0 | 9.450% |

**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 | Chronic absenteeism remains a significant challenge, particularly for the Hispanic student group, where rates increased even as overall | The needs assessment and Dashboard data indicate persistent challenges with chronic absenteeism—across all student groups—and | The metrics that will be used to monitor effectiveness are: |

| | | | |
|---|---|---|---|
| | schoolwide rates declined. Root cause analysis revealed absenteeism is often linked to family circumstances, medical fragility, and siblings missing school together, rather than clear patterns of disengagement or discipline issues.<br><br>There is a need for more proactive, individualized outreach and early intervention for students and families at risk of chronic absenteeism, as well as more robust attendance incentives and clear, consistent communication about the importance of regular attendance.<br><br>Educational partners emphasized the importance of school connectedness, trusted adult relationships, and family engagement as critical levers for improving attendance. | disproportionality in suspension rates for English learners, socioeconomically disadvantaged students, students with disabilities. Feedback from educational partners further underscores the need for greater social-emotional support, behavior intervention, and consistent engagement with at-risk students and families.<br><br>By providing a full-time counselor and Dean of Students, Elevate will aim to:<br><br>• Deliver targeted social-emotional and behavioral supports, including restorative practices, counseling, and individualized intervention plans, which are proven to reduce absenteeism and suspensions.<br><br>• Proactively engage with students and families who are chronically absent or at risk, providing early intervention and connecting them to resources.<br><br>• Implement schoolwide programs that foster a positive climate and sense of belonging, which educational partners identified as critical for student engagement and success.<br><br>• Support the Multi-Tiered System of Supports (MTSS) framework, ensuring that all students—especially those with the greatest needs—receive timely, data-driven interventions.<br><br>These services will be provided schoolwide because high-needs students are enrolled throughout the school, and their needs impact the overall school climate and academic outcomes. Providing these supports on a schoolwide basis ensures that all students, and especially those | • #8: Chronic Absenteeism rates<br>• #10: Suspension Rates |

| | | | |
|---|---|---|---|
| | | generating supplemental and concentration funds, benefit from improved systems for attendance, behavior, and engagement. This approach also allows Elevate to address the needs of students who may not be formally identified but are at risk due to transiency, trauma, or other factors.<br><br>Using LCFF Supplemental and Concentration funds for a counselor and Dean of Students is a direct response to identified needs in attendance, behavior, and engagement. Providing these supports schoolwide ensures equitable access, addresses root causes of chronic absenteeism and suspension, and fosters a positive, supportive learning environment for all students, with particular benefit to those most at risk. | |

**Limited Actions**

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

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

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

Not applicable

**Additional Concentration Grant Funding**

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

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 |

# 2024-25 Annual Update Table

| Totals: | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Actual Expenditures (Total Funds) |
|---|---|---|
| **Totals:** | $ 6,639,899.63 | $ 6,568,110.08 |

| 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 | $ 59,150 | $ 53,078 |
| 1 | 2 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | Yes | $ 436,107 | $ 438,674 |
| 1 | 2 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | No | $ 398,693 | $ 403,309 |
| 1 | 3 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | No | $ 610,914 | $ 613,259 |
| 1 | 4 | STRENGTHENING EL PROGRAM & SERVICES | No | $ 134,614 | $ 104,420 |
| 1 | 5 | SERVICES TO SUPPORT SWD | No | $ 647,586 | $ 660,350 |
| 1 | 6 | BROAD COURSE OF STUDY | No | $ 408,194 | $ 321,009 |
| 2 | 1 | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM | No | $ 2,646,141 | $ 2,661,119 |
| 2 | 2 | PROFESSIONAL DEVELOPMENT | No | $ 259,188 | $ 255,058 |
| 2 | 3 | CORE CURRICULAR PROGRAM NEEDS | No | $ 5,000 | $ 6,264 |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | No | $ 52,000 | $ 54,375 |
| 3 | 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | No | $ 302,858 | $ 296,007 |
| 3 | 2 | PARENT INPUT IN DECISION-MAKING | No | $ 1,500 | $ 450 |
| 3 | 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | No | $ 59,808 | $ 67,968 |
| 3 | 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | No | $ 618,147 | $ 632,769 |
| | | | | $ - | $ - |

## 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $ 4,942,279 | $ 436,107 | 8.824% | 0.000% | 8.824% | $ 436,107 | 0.000% | 8.824% | **Total:** | $ 436,107 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 436,107 |

| 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 | Yes | Schoolwide | All | All | $ 436,107 | 0.000% |
| 1 | 2 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | No | Schoolwide | | All | $ - | 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 | CORE CURRICULAR PROGRAM NEEDS | No | Schoolwide | | All | $ - | 0.000% |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | 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% |

## 2024-25 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) |
|---|---|---|---|---|---|---|
| $ 430,091 | $ 436,107 | $ 438,674 | $ (2,567) | 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 | Yes | $ 436,107 | $ 438,673.80 | 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 | 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% |

## 2024-25 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 | $ 430,091 | 0.000% | 8.907% | $ 438,674 | 0.000% | 9.084% | $0.00 - No Carryover | 0.00% - No Carryover |

## 2025-26 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 %) |
|---|---|---|---|---|---|
| 2025-26 | $ 5,084,656 | $ 480,500 | 9.450% | 0.000% | 9.450% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $ 5,153,195 | $ 1,294,700 | $ - | $ 155,523 | $ 6,603,417.77 | $ 5,041,824 | $ 1,561,594 |

| 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 | $ - | $ 45,246 | $ 45,246 | $ - | $ - | $ - | $ 45,246 | 0.000% |
| 1 | 2 | ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING | All | No | Schoolwide | | All | Ongoing | $ 466,301 | $ 166,777 | $ 108,785 | $ 435,409 | $ - | $ 88,883 | $ 633,077 | 0.000% |
| 1 | 3 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | All | Yes | Schoolwide | All | All | Ongoing | $ 480,500 | $ - | $ 480,500 | $ - | $ - | $ - | $ 480,500 | 0.000% |
| 1 | 3 | ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS | All | No | Schoolwide | | All | Ongoing | $ 209,810 | $ 13,302 | $ 185,238 | $ 37,873 | $ - | $ - | $ 223,111 | 0.000% |
| 1 | 4 | STRENGTHENING EL PROGRAM & SERVICES | All | No | Schoolwide | | All | Ongoing | $ 123,658 | $ 33,104 | $ 151,646 | $ 5,116 | $ - | $ - | $ 156,762 | 0.000% |
| 1 | 5 | SERVICES TO SUPPORT SWD | All | No | Schoolwide | | All | Ongoing | $ 730,497 | $ 208,739 | $ 338,911 | $ 533,685 | $ - | $ 66,640 | $ 939,235 | 0.000% |
| 1 | 6 | BROAD COURSE OF STUDY | All | No | Schoolwide | | All | Ongoing | $ 360,959 | $ 35,812 | $ 327,157 | $ 69,615 | $ - | $ - | $ 396,772 | 0.000% |
| 2 | 1 | ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM | SPED | No | Schoolwide | | All | Ongoing | $ 2,382,927 | $ - | $ 2,217,424 | $ 165,503 | $ - | $ - | $ 2,382,927 | 0.000% |
| 2 | 2 | PROFESSIONAL DEVELOPMENT | All | No | Schoolwide | | All | Ongoing | $ 198,180 | $ 55,305 | $ 207,520 | $ 45,964 | $ - | $ - | $ 253,484 | 0.000% |
| 2 | 3 | CORE CURRICULAR PROGRAM NEEDS | All | No | Schoolwide | | All | Ongoing | $ - | $ 5,150 | $ 5,150 | $ - | $ - | $ - | $ 5,150 | 0.000% |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | All | No | Schoolwide | | All | Ongoing | $ - | $ 57,173 | $ 57,173 | $ - | $ - | $ - | $ 57,173 | 0.000% |
| 3 | 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | All | No | Schoolwide | | All | Ongoing | $ 36,757 | $ 285,806 | $ 322,563 | $ - | $ - | $ - | $ 322,563 | 0.000% |
| 3 | 2 | PARENT INPUT IN DECISION-MAKING | All | No | Schoolwide | | All | Ongoing | $ - | $ 1,535 | $ - | $ 1,535 | $ - | $ - | $ 1,535 | 0.000% |
| 3 | 3 | OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION | All | No | Schoolwide | | All | Ongoing | $ 52,236 | $ 15,354 | $ 67,590 | $ - | $ - | $ - | $ 67,590 | 0.000% |
| 3 | 4 | MAINTAINING SAFE & CLEAN SCHOOL FACILITIES | All | No | Schoolwide | | All | Ongoing | $ - | $ 638,293 | $ 638,293 | $ - | $ - | $ - | $ 638,293 | 0.000% |
| | | | | | | | | | $ - | $ - | $ - | $ - | $ - | $ - | $ - | 0.000% |

## 2025-26 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 |
|---|---|---|---|---|---|---|---|---|---|
| $ 5,084,656 | $ 480,500 | 9.450% | 0.000% | 9.450% | $ 480,500 | 0.000% | 9.450% | **Total:** | $ 480,500 |
| | | | | | | | | **LEA-wide Total:** | $ - |
| | | | | | | | | **Limited Total:** | $ - |
| | | | | | | | | **Schoolwide Total:** | $ 480,500 |

| 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 | $ 480,500 | 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 | CORE CURRICULAR PROGRAM NEEDS | No | Schoolwide | | All | $ - | 0.000% |
| 2 | 4 | CLOSING THE DIGITAL DIVIDE | No | Schoolwide | | All | $ - | 0.000% |
| 3 | 1 | PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT | 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% |
| | | | | | | | $ - | 0.000% |