

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP).

Throughout the LCAP development process, Elevate School received input on a variety of programs and services provided to students. Due to limitations in LCFF funding, not all expressed needs from our educational partners can be implemented and funded. However, feedback provided from our educational partners was considered in the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control & Accountability Plan.

Elevate School has engaged its educational partners on multiple occasions and formats on the use of funds provided through the Budget Act of 2021 (Educator Effectiveness Block Grant Fund, Mega-COLA) that were not included in the 2021-22 LCAP. Engagement with members of the public including parents/families has taken place through virtual meetings including Parent Advisory Committee (PAC)/Coffee with the Director (9/17/21, 10/8/21, 12/3/21, 12/15/21, 1/7/22), ELAC/DELAC meetings (11/30/21, 3/9/22), Parent workshops, and are informed of meetings using ParentSquare, the school’s website, and surveyed. Engagement with students during assemblies, schoolwide celebrations, and surveyed. Engagement with staff (certificated and classified) takes place during weekly staff wide meetings; and with the Administrative Team during weekly Leadership Team meetings. The Executive Director engages the Elevate’s governing board during board meetings.

Elevate School included the Expanded Learning Opportunities Grant (ELO-G) funds in its 2021-22 LCAP. A link to the ELO-G Plan has been provided.

Elevate School will engage its educational partners during the months of February - May 2022 on the use of the following funds that were not included in the 2021-22 LCAP as part of the ongoing engagement process – also with the development of the school’s 2022-23 LCAP:

- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds

Elevate School is not eligible to receive the following funds:

- A-G Improvement Grant funds
- 15% LCFF Concentration grant add-on funds

The following plans were referenced in this prompt and provide further details on engagement of our educational partners and use of funds:

- ELO-G Plan: <https://4.files.edl.io/6f47/02/18/22/164331-fbae241a-0629-4a4c-90c0-fec2c3fc9517.pdf> (pages 1-3)
- Educator Effectiveness Plan: <https://4.files.edl.io/6a6d/02/18/22/164331-bf8cb0ae-d321-4595-bc02-494b58adf0b6.pdf> (pages 1-4)
- 2021-22 LCAP: <https://drive.google.com/file/d/1LML3RCFZpvCULVqrEDj0GlgYDWWI8j4r/view> (pages 39-64)

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Elevate School is not eligible to receive additional concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Throughout the LCAP development process, Elevate School, solicited input and feedback from its educational partners on a variety of programs and services provided to its students on the use of one-time federal funds (GEER, LLMF, CRRSA, ARP/ESSER III, ELO-G) received intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. Due to limitations in LCFF funding, not all expressed needs can be addressed in the LCAP, however this feedback has been considered in the use of additional funds Elevate has received. Elevate was not eligible for CARES/ESSER I and GEER I funds.

Elevate School has engaged its educational partners during the 2021-22 school year in the development of the ESSER III Expenditure Plan as detailed in the plan.

Engagement with educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students has taken place in the 2021-22 school year as follows. Engagement with members of the public including parents/families has taken place through meetings in the following committees: Parent Advisory Committee (PAC)/Coffee with the Director (9/17/21, 10/8/21, 12/3/21, 12/15/21, 1/7/22), ELAC/DELAC meetings (11/30/21, 3/9/22), Parent workshops, and are informed of meetings using ParentSquare, the school's website, and surveyed. Engagement with students during assemblies, schoolwide celebrations, and surveyed. Engagement with staff (certificated and classified) takes place during weekly staff wide meetings; and with the Administrative Team during weekly Leadership Team meetings. The Executive Director engages the Elevate's governing board during board meetings.

The following plans were referenced in this prompt and provide a description on the meaningful consultation with its educational partners:

- ELO-G Plan: <https://4.files.edl.io/6f47/02/18/22/164331-fbae241a-0629-4a4c-90c0-fec2c3fc9517.pdf> (pages 1-3)
- Learning Continuity & Attendance Plan: <https://4.files.edl.io/d943/12/17/20/205425-c80ac3f3-bd97-4225-a440-022503f28e06.pdf> (pages 1-28)
- 2021-22 LCAP: <https://drive.google.com/file/d/1LML3RCFZpvCULVqrEDj0GlgYDWWI8j4r/view> (pages 39-64)
- ESSER III Expenditure Plan: <https://4.files.edl.io/a4ec/10/21/21/173453-271b5b53-3a51-4388-b3e7-3c6ebc9b5aea.pdf> (pages 1-8)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

It is the priority of Elevate School to ensure the Health & Safety of its students, educators, and staff and to maintain continuity of services as required by the American Rescue Plan (ARP) Act of 2021 and adheres to the Safe Return to In-person Instruction & Continuity of Services Plan, which is updated every six months.

However, Elevate School, will not be implementing the ESSER III Expenditure Plan nor utilizing ESSER III/ARP funds in the 2021-22 school year. Therefore, we have not experienced, nor can we identify any challenges or successes.

The following is the link to the ESSER III Expenditure Plan that outlines the engagement of our educational partners and provides details on the actions/programs that will be funded with ESSER III Funds in the future and is referenced in this prompt:

ESSER III Expenditure Plan: <https://4.files.edl.io/a4ec/10/21/21/173453-271b5b53-3a51-4388-b3e7-3c6ebc9b5aea.pdf> (pages 1-8)

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Elevate’s LCAP serves as the school’s comprehensive strategic planning document that incorporates the schoolwide priorities, goals, and actions to ameliorate student outcomes. As a result, all additional funds our school receives are viewed through the lens of the LCAP to determine student needs, and how to maximize fiscal resources to effectively impact and address those needs.

Elevate School has implemented a Multi-tiered System of Support/Response to Intervention (RtI) that focuses on evidence-based interventions to address the academic, social-emotional, and mental health needs of its students. The actions in the Safe Return to In-Person instruction and Continuity of Services plan align to Elevate’s LCAP which aligns to its data-driven MTSS/RtI model. The actions funded with ESSER III funds are also in alignment with Elevate’s LCAP, to address student needs, and align to MTSS/RtI.

Elevate’s ESSER III Expenditure Plan is a multi-year comprehensive plan. However, ESSER III funds will not be utilized and/or implemented in the 2021-22 school year.

Alignment of these funds can be found in the following plans:

- 2021-22 LCAP: <https://drive.google.com/file/d/1LML3RCFZpvCULVqrEDj0GlgYDWWI8j4r/view> (pages 39-64)

- ESSER III Expenditure Plan: <https://4.files.edl.io/a4ec/10/21/21/173453-271b5b53-3a51-4388-b3e7-3c6ebc9b5aea.pdf> (pages 1-8)

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *"A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021–22 Local Control and Accountability Plan (LCAP)."*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *"A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent."*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *"A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils."*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Monitoring Resource for the Annual Update for the 2021-22 LCAP

Please note: This template is intended for internal monitoring purposes only. The 2021-22 Annual Update template and instructions should be consulted when completing required documents.

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

Goals and Actions

Goal

Goal #	Description
1	Continue to implement an infrastructure for ongoing analysis of student achievement data; reading/writing assessments and demographics to measure program efficacy and ensure maximization of physical, human, and financial resources; to ensure equitable services for all students and student groups.

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023-24
ELA CAASPP Scale Score - DFS	* Not administered	2020-21: 75.5% Met/Exceeded		+10 Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered	2020-21: 59.5% Met/Exceeded		+10 Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered	Not administered		+10 Scale Score gain annually
Attendance Rate	98%	Aug-Dec 2021: K-5 95.4% 6-7 94.8%		96%

Chronic Absenteeism Rate	2%	2020-21: 1.9% Aug-Dec 2021: 2.5%		<5%
School Facility FIT Report Score of "Good"	Good	2021-22: Good (all 3 campuses)		Good
% of Teachers appropriately credentialed & assigned	100%	2021-22: 93%		100%

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid year Expenditures as of 12/31/21
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Elevate will employ an Executive Director and a total of 19 appropriately credentialed and assigned classroom teachers for students in grades K-7, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. Elevate will provide its students with 178 instructional days which exceeds the CA state requirement of 175 instructional days.</p> <p>All teachers will participate in 11 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 3 non-instructional days during the</p>	<p>Elevate employs an Executive Director & 19 teachers that are appropriately credentialed and assigned.</p> <p>Teachers & Leadership have participated in 11 days of summer professional development (including 3 days of teacher retreat), and are currently on track to provide students with 178 instructional days.</p>	\$1,813,097	\$780,870

		<p>academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development during the school year</p> <p>Therefore a portion of salaries are being funded with LCFF S&C.</p>			
2	<p>MEASURING STUDENT PROGRESS – ASSESSMENTS</p>	<p>Elevate School will administer multiple types of assessments to monitor student academic progress; identify strengths, needs in order to modify instruction; provide academic intervention, and to continue to challenge each student academically:</p> <ul style="list-style-type: none"> ● State-mandated assessments ● i-Ready Assessments Reading & Math (K-7): 3 times/year ● Illuminate assessments ● Fountas & Pinnell BAS Assessments (K-5) <p>The State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. i-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i Ready reduces</p>	<p>To date - Elevate has administered the following assessments:</p> <ul style="list-style-type: none"> ● i-Ready Math & Reading Assessments (K-7) Fall & Winter ● Illuminate (Gr 1-7): 3 benchmark assessments ● Fountas & Pinnell BAS: Fall ● Basic Phonics Skills Test (BPST): for students reading below grade 4 level - Fall 	\$21,166	\$0

		<p>complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student's strengths and areas of need. I-Ready's online lessons provide tailored instruction and practice for each student to accelerate growth.</p>			
3	<p>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</p>	<p>Students receive additional support with our RtI interventionists to address areas for growth. Needs are identified through data and an individualized approach to meeting those needs is provided in a small group setting, through both push-in and pull-out supports. Elevate uses an accelerated learning model for learning recovery brought on by the COVID-19 pandemic and for students who have gaps in learning due to military relocation or family moves. Elevate will offer an extended day for students who show significant learning needs brought on by the pandemic, which will be supported by our RtI interventionists to ensure students are on track towards grade level mastery:</p>	<p>Elevate currently employs and has implemented the following to address the impact of lost instructional time, address learning gaps, and provide targeted tiered academic intervention:</p> <ul style="list-style-type: none"> ● RtI Coordinator ● RtI Interventionists (6) - (2 are funded with Title I; 4 funded with ELO-G) ● TOSA (ELO-G Funded) <p>Students also utilize the following evidence-based intervention programs:</p> <ul style="list-style-type: none"> ● Achieve 3000 ● i-Ready Math & ELA Learning Paths ● EduClimber - used to monitor student progress 	\$397,176	\$138,015

		<ul style="list-style-type: none"> ● RtI Coordinator ● RtI Interventionists (7): (Title I/ELO Funded) ● TOSA (credentialed) to provide academic support in collaboration with RtI Support Staff, In addition, our students will also access the following interventions and/or support services to close any achievement and/or learning gaps: <ul style="list-style-type: none"> ● Achieve 3000 ● i-Ready differentiated instructional program (identified in Goal 1, Action 2) <p>Educlimber Data management tool will be used to house data and develop data reports to identify and assess areas of strength and need.</p>	<p>Elevate plans to implement PowerHour in April 2022 using Measuring Up.</p> <p>Elevate is developing a plan for extended learning and summer recovery learning (ELO-P) plan.</p>		
4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>Elevate is committed to providing social and emotional supports to support the mental health need of our students. The Dean of Students (2) at each campus will continue with the integration of Leader in Me/7 Habits program schoolwide and at the classroom level. Teachers will continue to implement Second Step curriculum.</p>	<p>Elevate currently employs the following to address the social-emotional, behavioral and mental health needs of its students:</p> <ul style="list-style-type: none"> ● (3) Campus Deans (1 per school site) and lead campus-wide Lighthouse Team ● Teachers implement Franklin Covey's - Leader in Me/7 Habits ● Counselor implements the 'Here everyone 	\$214,632	\$148,851

			respects others' (HERO) Curriculum.		
5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	Elevate strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings.	Elevate is located across 3 school sites and janitorial services (and supplies) are provided to ensure clean school facilities. Due to COVID-19, additional janitorial services have been contracted for comprehensive services. The FIT report was administered at each site and results are reported on the LCAP & SARC. PPE supplies were purchased and health and safety protocols are adhered to in order to mitigate the further spread of COVID-19.	\$409,200	\$253,927
6	SERVICES TO SUPPORT SWD	Elevate will provide instructional and social-emotional support as outlined by the student's IEP. El Dorado Charter serves as the school's SELPA provider. The SPED Coordinator (Dean of Students/Coordinator) will ensure IEP timelines, IEP Meetings, and related services will be addressed and communicated with parents. The SPED Team composed of the SPED Coordinator, Educational Specialists, Education Professionals, and contracted	Students are fully included in the general education classroom with the support of the Education Specialist. The SPED team participates in professional learning provided by the El Dorado Charter SELPA. The school counselor provides small group social-emotional counseling in addition to providing	\$631,155	\$230,113

		<p>services (provider) will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional and behavioral needs are met, to improve student outcomes.</p> <p>Members of the SPED team will participate in professional learning provided by the SELPA, and other resources to improve student outcomes and accelerate student learning. The SPED Coordinator and Ed Specialists will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.</p>	<p>services as designated on students' IEP's and conducting assessments.</p> <p>There is shared planning time between grade-level teachers and Education Specialists. .</p>		
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Goal #	Description
2	Provide all students with high quality rigorous Standards-aligned curriculum and a STEAM-Project-based learning environment that promotes writing across the curriculum, with relevant learning experiences that elicits critical thinking and problem-solving skills.

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023-24																																								
% of students with access to Standards-aligned materials	100%	100%		100%																																								
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>5</td> </tr> <tr> <td>HEALTH</td> <td>3</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>3</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2020-21	ELA	5	ELD	4	MATH	5	NGSS	5	HISTORY	5	HEALTH	3	PHYSICAL ED.	5	VAPA	3	Outcome is Unknown		<table border="1"> <thead> <tr> <th colspan="2">OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS</th> </tr> <tr> <th></th> <th>2023-24</th> </tr> </thead> <tbody> <tr> <td>ELA</td> <td>5</td> </tr> <tr> <td>ELD</td> <td>4</td> </tr> <tr> <td>MATH</td> <td>5</td> </tr> <tr> <td>NGSS</td> <td>5</td> </tr> <tr> <td>HISTORY</td> <td>5</td> </tr> <tr> <td>HEALTH</td> <td>4</td> </tr> <tr> <td>PHYSICAL ED.</td> <td>5</td> </tr> <tr> <td>VAPA</td> <td>4</td> </tr> </tbody> </table>	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS			2023-24	ELA	5	ELD	4	MATH	5	NGSS	5	HISTORY	5	HEALTH	4	PHYSICAL ED.	5	VAPA	4
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% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%	100%		100%																																								

Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered	Outcome is Unknown		40%
% EL who progress in English Proficiency (ELPI)	Fall 2019 CA Dashboard ELPI: 83.3% Very High	2020-21: 45.71% Proficient ELPAC		60%
EL Reclassification Rate	Pending	2020-21: 0% Aug-Dec 2021: 16.2%		20%
% EL with access to CCSS & ELD Standards	100%	100%		100%

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid-year Expenditures as of 12/31/21
1	PROFESSIONAL DEVELOPMENT	<p>Elevate School educators will participate in a robust evidence-based professional development starting with 11- days of Summer Professional Development (2 additional days for new teachers), 3 non-instructional days during the academic school year and weekly professional/staff development during the year. All teachers will receive ongoing coaching, and feedback led by the Director of Instruction.</p> <p>Professional Development for the 2021-2022 school year will focus on</p>	<p>Teachers & Leadership have participated in 11 days of summer professional development (including 3 days of teacher retreat), and weekly professional development during the academic year.</p> <p>The Director of Instruction provides instructional coaching for all teachers and facilitates professional development.</p>	\$154,295	\$69,717

		<p>research-based best practices as outlined in our Elevate Standards of Excellence, which are based on the California Teaching Professional Standards. Teachers will focus on three areas of growth and work with a cohort of peers in their chosen areas. Following the 2020-2021 school year, these standards will ensure teachers receive support in addressing learning gaps in ELA and Math, accelerating learning, and enriching learning for those students who are at or above grade level. Elevate will also continue developing ourselves as culturally responsive teachers through our equity through SDCOE. This will continue to address the learning needs of Elevate’s many demographic groups to ensure equitable access to learning for all students.</p> <p>To support teacher effectiveness and credential clearance, Elevate will reimburse teacher induction expenses; and Lead Teachers serving on the Academic Task Force that provide coaching, observation and ensure fidelity of schoolwide evidence-based instructional initiatives (Title II Funded)</p>	<p>To date - Professional Development includes:</p> <ul style="list-style-type: none"> • Elevates’s Standards of Excellence (1st cohort completed) - shifting to next cohort • SDCOE Equity Department <p>A total of 4 teachers are participating in an induction program at UCSD (Title II). TAS supports its teachers in participating in high-quality educator induction programs/certification programs aligned with challenging state academic standards) evidence-based and are designed to improve classroom instruction and student learning and achievement as well as increase the retention of effective teachers. (ESEA sections 2101(c)(4)(B)(vii)(III) and 2103(b)(3)(B)(iv))</p> <p>The Academic Task Force comprised of Executive Director, Assistant Director, Dean, 2 Board members, and 2 teachers that provide coaching, observation, and ensure fidelity of schoolwide evidence-based instructional initiatives</p>		
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2	STRENGTHENING EL PROGRAM & SERVICES	<p>Elevate will continue to strengthen the delivery of integrated and designated ELD, to accelerate learning, mitigate further learning loss and increase EL proficiency of the English Language.</p> <p>EL students will receive targeted instruction in their ELPAC level according to the California ELD standards. Students receive both designated ELD instruction from our ELD teacher and integrated instruction from their classroom teachers. Teachers will continue to receive ongoing GLAD training to support their classroom teaching, which benefits not only EL students but all students.</p> <p>EL student growth will be monitored through EduClimber to ensure students are growing in their English Development at an appropriate pace.</p>	<p>Elevate employs a designated ELD teacher for ELs in grades K-5, and provides push-in and pull-out support.</p> <p>GLAD training for teachers was provided by Elevate teachers (who were GLAD certified).</p> <p>Educlimber (cost identified in Goal 1, Action 3) is currently being used to measure EL student progress and ensure appropriate EL growth.</p>	\$91,443	\$36,075
3	CORE CURRICULAR PROGRAM NEEDS	<p>The following standards-aligned curriculum and consumables will be purchased:</p> <ul style="list-style-type: none"> ● consumables ● 7th-grade curriculum adoption 	<p>The following curriculum was purchased this year:</p> <ul style="list-style-type: none"> ● Spanish Curriculum (Houghton-Mifflin) Avancemos ● Extended texts were purchased for novel studies 	\$20,000	\$315
4	CLOSING THE DIGITAL DIVIDE	<p>Elevate has implemented a 1:1 student to device ratio. The Tech</p>	<p>Elevate has achieved its goal with regards to</p>	\$30,000	\$9,832

		<p>Consultant will provide tech support at each site, and assist the Executive Director with the annual technology needs assessment as our school continues to expand by grade level across sites.</p>	<p>student-to-device ratio. A limited number of new devices were purchased in Summer/Fall 2021 in anticipation of older devices being retired.</p> <p>Elevate contracts IT tech support to serve all 3 school sites.</p>		
5	BROAD COURSE OF STUDY	<p>Elevate will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:</p> <ul style="list-style-type: none"> ● STEAM Course (K-5) ● ArtCorps (K-5) ● VAPA: (6-7) 	<p>The following enrichments/electives are offered to students:</p> <ul style="list-style-type: none"> ● STEAM: K-5 ● Visual Arts ● Journalism ● Performing Arts 	\$272,165	\$22,566

Goal

Goal #	Description
3	Engage parents as partners through education, communication, and collaboration to promote a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.

Measuring and Reporting Results

Metric	Baseline	Mid-year Update as of 12/31/21	End of Year Complete in the Spring	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met	Outcome is in progress		Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met	Outcome is in progress		Outcome Met
Suspension Rate	0%	2020-21: 0% Aug-Dec 2021: 0.5%		<2%
Expulsion Rate	0%	2020-21: 0% Aug-Dec 2021: 0%		<1%
Increase parent satisfaction rate as measured in the annual survey.	94% satisfaction 99% safe school	Outcome is Unknown		>90%

Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	80% engaged 92% connected	Outcome is Unknown		90%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	97%	Outcome is Unknown		>95%

Actions

Action #	Title	Description	Mid-year Update as of 12/31/21	Total Funds Budgeted	Mid-year Expenditures as of 12/31/21
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Ensuring a safe, welcoming and positive school climate is critical to student well-being and learning. Elevate has partnered with students and families to build a strong school culture that values every child and strives to realize their unique, individual potential. Our educational program provides students with multiple authentic leadership opportunities including Leadership Day, Classroom, and campus leadership roles.</p> <p>Elevate will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips and 6th-grade camp) to further enhance the</p>	<p>Elevate has implemented numerous activities to promote student engagement, a positive school climate, and safe learning environment for our students.</p> <ul style="list-style-type: none"> • Student-led assemblies • Student-led conferences: Nov 2021 • Continuation of school traditions - virtually • Celebrations: Veterans Day, Winter Exhibition Night 	\$27,000	\$18,687

learning process, deepen student engagement and motivation. Students will demonstrate their learning through Student-led conferences (twice per year) and Winter & Spring exhibitions. Annually, during the month of April, Elevate will implement SBAC PowerHour and identify students who need additional academic support (Gr 3-7) utilizing Measuring Up Workbooks (supplemental).

- Contracted a videographer for assemblies and exhibitions
- Blue Ribbon Spirit Week - Elevate was awarded the prestigious National Blue Ribbon School based on Elevate's overall academic excellence in closing achievement gaps among student groups. (November 2022)
- A nurse was on staff but began a leave in October 2022. The position remains vacant

The following will take place in Spring 2022:

- 6th grade Camp (March 2022)
- Measuring Up Workbooks (Mastery Education) April 2022

2	PARENT INPUT IN DECISION-MAKING	<p>At Elevate School parent input in decision-making will take place through the following:</p> <ul style="list-style-type: none"> • English Language Advisory Committee (ELAC)/DELAC/ EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) (if applicable) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1) • Parent member on the governing board 	<p>The following committees provide parents with opportunities for input in decision-making:</p> <ul style="list-style-type: none"> • ELAC meetings: 11/30/21, 3/9/22 • Parent Advisory Committee (PAC) combined with Coffee with the Director (9/17/21, 10/8/21, 12/3/21, 12/15/21, 1/7/22) • Elevate Governing Board - 2 parent representatives 	\$0	\$0
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>Elevate will provide all parents including those of unduplicated students, and Students with Disabilities, with numerous opportunities to engage as partners in their child education. A Parent Engagement Coordinator has been added for the 2021-22 school year recognizing the importance of partnership, communication, and collaboration with parents. Staff will also utilize tools such as Parent Square, to communicate with families. They will also have access to Aeries Parent Portal to review their child's progress, behavior, grades and attendance.</p>	<p>Elevate School employs a Parent Engagement Coordinator/Office Manager to communicate with families and facilitate parent workshops.</p> <p>Elevate staff communicates with families/guardians on a regular basis using various platforms including ParentSquare, the school's website, and Aeries Parent Portal.</p> <p>To date - Elevate has hosted Parent workshops on the following topics:</p>	\$26,748	\$12,734

		<p>Our Leadership Team & Parent Engagement Coordinator will facilitate Parent Education workshops on critical issues that include:</p> <ul style="list-style-type: none">● Online safety/digital citizenship● Social-emotional support● 7 habits● Adolescent behavior	<ul style="list-style-type: none">● Introduction to the 7 Habits● Evidence-based Behavior strategies (SDCOE) <p>The student-led conference that took place in November 2021, included parents and teachers.</p>		
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Elevate School

Budgetary Impact of 2021 Budget Act on 2021-22 Adopted Budget

Budget Item	2021-22 Budget Amount from BOP	Dec 31, 2021 Current Forecast	Difference	Explanation
Total LCFF Funds	\$ 3,791,815	\$ 3,662,339	\$ (129,476)	<i>Lower than budgeted enrollment and ADA</i>
LCFF S&C Grants	\$ 290,795	\$ 289,379	\$ (1,415)	<i>Lower than budgeted enrollment and ADA</i>
All Other State funds	\$ 486,253	\$ 495,242	\$ 8,989	<i>Higher than anticipated lottery revenue</i>
All Local Funds	\$ 337,066	\$ 362,263	\$ 25,197	<i>Higher than anticipated SPED revenue</i>
All Federal Funds	\$ 854,592	\$ 1,015,996	\$ 161,405	<i>Additional ESSER spending on allowable uses</i>
Total Projected Revenue	\$ 5,469,725	\$ 5,535,840	\$ 66,114	<i>Additional restricted revenue spending on allowable uses</i>
Total Budgeted General Fund Expenditures	\$ 5,363,130	\$ 5,318,873	\$ (44,257)	<i>Adjustments to personnel</i>