Elevate School

2022–23 School Accountability Report Card

Reported Using Data from the 2022–23 School Year

California Department of Education

Address:	2285 Murray Ridge Rd. San Diego, CA , 92123-3934	**Principal:**	Ryan Elliott, Executive Director
Phone:	(858) 751-4774	**Grade Span:**	K-8

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.

- For more information about the LCFF or LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.

- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Ryan Elliott, Executive Director

📍 Principal, Elevate School

About Our School

Contact

Elevate School
2285 Murray Ridge Rd.
San Diego, CA 92123-3934

Phone: (858) 751-4774
Email: relliott@elevateschool.com

Contact Information (School Year 2023–24)

District Contact Information (School Year 2023–24)

District Name   San Diego Unified

Phone Number   (619) 725-8000

Superintendent   Jackson, Lamont

Email Address   ljackson@sandi.net

Website   www.sandi.net

School Contact Information (School Year 2023–24)

School Name   Elevate School

Street   2285 Murray Ridge Rd.

City, State, Zip   San Diego, CA , 92123-3934

Phone Number   (858) 751-4774

Principal   Ryan Elliott, Executive Director

Email Address   relliott@elevateschool.com

Website   https://www.elevateschool.com/

**County-District-   37683380129395
School (CDS) Code**

Last updated: 1/1/24

School Description and Mission Statement (School Year 2023–24)

The mission of Elevate School, a K-8 public school located in the Serra Mesa and Tierrasanta communities of San Diego, is to equip tomorrow's global innovators by inspiring students to be excellent in academics, exceptional in leadership, and extraordinary in creativity.

Currently in our tenth year, Elevate serves a diverse community of over 475 learners. Elevate was honored to receive recognition as a National Blue Ribbon School in the fall of 2021, California Distinguished School in the spring of 2018, and as a Leader in Me Lighthouse School in the spring of 2020.

One reason Elevate was founded was to provide a high-quality, personalized educational alternative for students from military families. These students are three times more likely to move during their school years than their civilian peers and often attend multiple schools during their formative educational years. Our population typically consists of around 35-40% of students with at

least one parent in active military service.

Student learning throughout the year is organized into five thematic, interdisciplinary, project-based learning (PBL) units: Community, Character, Service, Justice/Diversity, and Discovery. Elevate's approach to PBL balances the imperative of being rigorous and standards based,while providing opportunities for student creativity, voice, and choice as they apply their learning in meaningful ways. During each unit, students work toward answering an essential question with their culminating project, which they share with a public audience comprised of peers, parents, and/or community members at bi-annual Student Exhibition Nights and in other settings.

Capping all K-5 class sizes at twenty-six students provides the opportunity for each classroom teacher to continually assess and monitor the learning levels of each student. A core belief of our school is that every child is a leader. As a Leader in Me school (www.leaderinme.org),Stephen Covey's timeless leadership principles, the 7 Habits, are integrated into the fabric of our school. The 7 Habits provide a common whole-school language and are woven throughout each unit. Students practice leadership in the classroom and also in whole-school settings by serving on Peace Patrol, Safety Team, and Student Lighthouse Team. In addition, every classroom leads two whole-school assemblies where even our youngest students get the invaluable experience of speaking before over 250 students and adults.

Elevate actively partners with our families to co-create a vibrant school community where the needs of students are put first. Coffee with the Directors and family events are held throughout the year, providing opportunity for genuine relationship building and dialogue, and parents are invited and encouraged to play an active role on our school campus. On any given day, parents can be found working in classrooms, helping out with a PE lesson, serving on our board, and organizing special events and projects.

Last updated: 1/1/24

Student Enrollment by Grade Level (School Year 2022–23)

Grade Level	Number of Students
Kindergarten	49
Grade 1	51
Grade 2	50
Grade 3	50
Grade 4	49
Grade 5	75
Grade 6	49
Grade 7	47
Grade 8	41
Total Enrollment	461
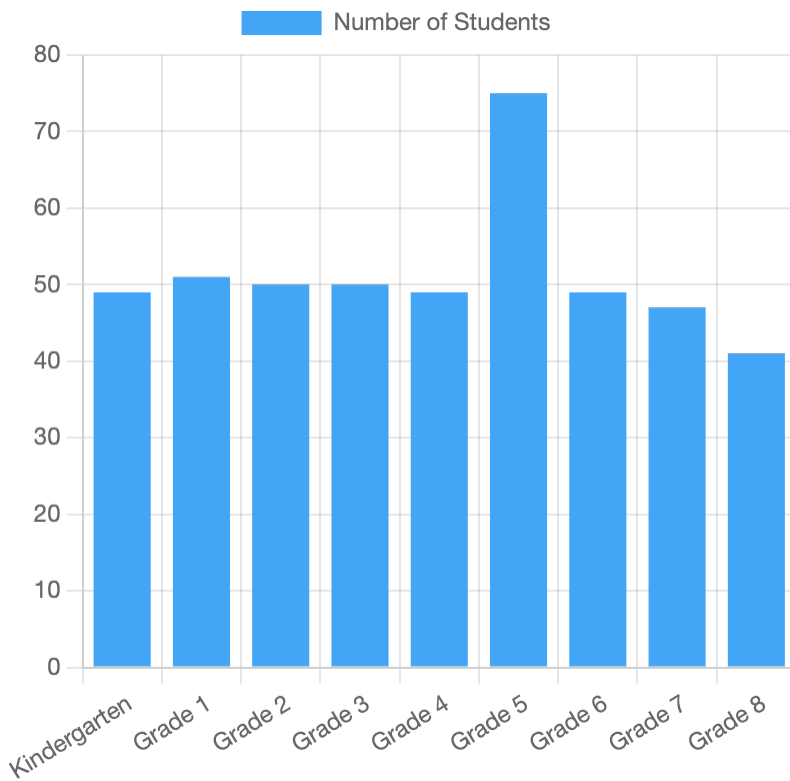
Last updated: 1/1/24

Student Enrollment by Student Group (School Year 2022–23)

Student Group	Percent of Total Enrollment
Female	46.90%
Male	53.10%
Non-Binary	0.00%
American Indian or Alaska Native	0.20%
Asian	4.30%
Black or African American	15.20%
Filipino	4.60%
Hispanic or Latino	24.10%
Native Hawaiian or Pacific Islander	0.40%
Two or More Races	17.40%
White	33.60%

Student Group (Other)	Percent of Total Enrollment
English Learners	6.30%
Foster Youth	0.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disavantaged	34.10%
Students with Disabilities	14.10%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2020–21)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	14.00	73.68%	5313.50	88.64%	228366.10	83.12%
Intern Credential Holders Properly Assigned	0.00	0.00%	51.00	0.85%	4205.90	1.53%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	3.70	19.74%	191.10	3.19%	11216.70	4.08%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00%	194.90	3.25%	12115.80	4.41%
Unknown/Incomplete/NA	1.20	6.58%	243.90	4.07%	18854.30	6.86%
Total Teaching Positions	19.00	100.00%	5994.60	100.00%	274759.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/5/24

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	18.60	84.77%	5336.60	88.47%	234405.20	84.00%
Intern Credential Holders Properly Assigned	1.00	4.55%	66.90	1.11%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.30	6.14%	219.20	3.64%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	4.55%	219.20	3.63%	11953.10	4.28%
Unknown/Incomplete/NA	0.00	0.00%	189.70	3.15%	15831.90	5.67%
Total Teaching Positions	21.90	100.00%	6031.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Last updated: 1/5/24

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020–21 Number	2021–22 Number
Permits and Waivers	0.00	0.00
Misassignments	3.70	1.30
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	3.70	1.30

Last updated: 11/2/23

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020–21 Number	2021–22 Number
Credentialed Teachers Authorized on a Permit or Waiver	0.00	1.00
Local Assignment Options	0.00	0.00
Total Out-of-Field Teachers	0.00	1.00

Last updated: 11/2/23

Class Assignments

Indicator	2020–21 Percent	2021–22 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	42.80%	14.7%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	14.70%	0%

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

Last updated: 11/2/23

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2023–24)

Year and month in which the data were collected: January 2024

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	All core subjects are taught utilizing state standards as the foundation. Teachers create cross curricular PBL units of study utilizing online resources for research and articles. ELA – iReady Reading, Raz Kids (Gr K-2); Achieve 3000 (Gr 3-8); All online subscriptions Grade level Fiction/non-fiction novels per units 1:1 (Gr. K teacher Read Aloud), Newsela, ReadWorks - online resources no subscriptions needed Step up to Writing – teachers create copies from program – program doesn't provide student books		0
Mathematics	All core subjects are taught utilizing state standards as the foundation. Teachers create cross curricular PBL units of study utilizing online resources for research and articles. Math – iReady and Ready math (K-5) Ilustrative		0

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
	Mathematics (6-8)		
Science	All core subjects are taught utilizing the standards - Next Generation Science Standards - as the foundation. Teachers create cross curricular PBL units of study utilizing online resources for research and articles.		0
History-Social Science	All core subjects are taught utilizing the standards as the foundation. Teachers create cross curricular PBL units of study utilizing online resources for research and articles. Social Studies – Teacher Created based on standards, online resources		0
Foreign Language	Elevate does not foreign language at this time.		0
Health	Health – Positive Prevention and compilation of resources based on standards, teacher created		0
Visual and Performing Arts	Visual/Performing Arts Incorporated into PBL units – teacher created based on standards		0
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0

Note: Cells with N/A values do not require data.

Last updated: 1/5/24

School Facility Conditions and Planned Improvements

Elevate currently occupies portions of two private facilities (2285 Murray

Ridge Rd, 92123 and 8404 Phyllis Place, 92123) and shares a district neighborhood school location (5606 Antigua Blvd, 92124). All facilities are in good condition. Landlords are responsible for improvements/repairs at private sites and district monitors facility conditions at neighborhood school location.

Last updated: 1/5/24

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: January 2024

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	Request out to district to upgrade shared restroom facilities.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: January 2024

Overall Rating	Good

Last updated: 1/5/24

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAA] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

  The CAASPP System encompasses the following assessments and student participation requirements:

  1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.

  2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.

  3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students
Grades Three through Eight and Grade Eleven taking and completed state-administered assessment
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
English Language Arts / Literacy (grades 3-8 and 11)	86%	80%	51%	52%	47%	46%
Mathematics (grades 3-8 and 11)	75%	69%	39%	40%	33%	34%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

Last updated: 1/1/01

CAASPP Test Results in ELA by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	308	307	99.68%	0.32%	79.80%
Female	145	145	100.00%	0.00%	84.83%
Male	163	162	99.39%	0.61%	75.31%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	12	12	100.00%	0.00%	83.33%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Black or African American	40	40	100.00%	0.00%	82.50%
Filipino	15	15	100.00%	0.00%	100.00%
Hispanic or Latino	80	80	100.00%	0.00%	67.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	51	51	100.00%	0.00%	82.35%
White	110	109	99.09%	0.91%	83.49%
English Learners	14	14	100.00%	0.00%	42.86%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	76	75	98.68%	1.32%	82.67%
Socioeconomically Disadvantaged	111	111	100.00%	0.00%	76.58%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	48	48	100.00%	0.00%	41.67%

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/4/24

CAASPP Test Results in Mathematics by Student Group for students taking and completed state-administered assessment
Grades Three through Eight and Grade Eleven (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	308	305	99.03%	0.97%	69.18%
Female	145	144	99.31%	0.69%	66.67%
Male	163	161	98.77%	1.23%	71.43%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	12	12	100.00%	0.00%	83.33%
Black or African American	40	39	97.50%	2.50%	76.92%
Filipino	15	15	100.00%	0.00%	93.33%
Hispanic or Latino	80	80	100.00%	0.00%	62.50%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	51	51	100.00%	0.00%	68.63%
White	110	108	98.18%	1.82%	66.67%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
English Learners	14	14	100.00%	0.00%	35.71%
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	76	74	97.37%	2.63%	60.81%
Socioeconomically Disadvantaged	111	111	100.00%	0.00%	65.77%
Students Receiving Migrant Education Services	0	0	0%	0%	0%
Students with Disabilities	48	46	95.83%	4.17%	34.78%

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/4/24

CAASPP Test Results in Science for All Students
Grades Five, Eight and High School
Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2021–22	School 2022–23	District 2021–22	District 2022–23	State 2021–22	State 2022–23
Science (grades 5, 8, and high school)	54.17%	57.14%	35.99%	38.07%	29.47%	30.29%

Note: Science test results include the CAST and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.
Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated:

CAASPP Test Results in Science by Student Group
Grades Five, Eight and High School (School Year 2022–23)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	112	112	100.00%	0.00%	57.14%
Female	43	43	100.00%	0.00%	55.81%
Male	69	69	100.00%	0.00%	57.97%
American Indian or Alaska Native	0	0	0%	0%	0%
Asian	--	--	--	--	--
Black or African American	11	11	100.00%	0.00%	36.36%
Filipino	--	--	--	--	--
Hispanic or Latino	37	37	100.00%	0.00%	59.46%
Native Hawaiian or Pacific Islander	0	0	0%	0%	0%
Two or More Races	21	21	100.00%	0.00%	57.14%
White	33	33	100.00%	0.00%	57.58%
English Learners	--	--	--	--	--
Foster Youth	0	0	0%	0%	0%
Homeless	0	0	0%	0%	0%
Military	17	17	100.00%	0.00%	70.59%
Socioeconomically Disadvantaged	37	37	100.00%	0.00%	51.35%
Students Receiving Migrant Education Services	0	0	0%	0%	0%

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Students with Disabilities	18	18	100.00%	0.00%	16.67%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

last updated: 1/4/24

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2022–23)
Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility

Note: The administration of the PFT during 2021–22 and 2022-23 school years, only participation results are required for these five fitness areas.
Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/5/24

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2023–24)

At Elevate, parents are critical partners in supporting the success of every student. Parents are involved throughout the school day and year in a variety of ways, ranging from assisting in the classroom, helping with PE, planning school events, and even serving as Board Members.

Elevate invites every family to contribute to the school community. Parents are active members of our school community and can be found participating in:

- Monthly Coffee with the Directors gatherings

- Weekly whole-school assemblies where students are recognized for exceptional academic and leadership contributions

- Periodic Parent Workshops that focus on topics such as the 7 Habits, supporting students academic and social-emotional wellness

- Tri-annual Parent Advisory Meetings where parents gather with the Parent Engagement Coordinator to share input on pertinent topics to the school

- Fall and Spring parent engagement surveys are administered as an additional way to solicit parent input and voice

- Quarterly ELAC (English Learner Advisory Committee) meetings

- Monthly Board Meetings

- Elevate's Parent Engagement Coordinator is Cassandra Bahr, 858-751-4774

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates;
- High school graduation rates; and
- Chronic Absenteeism

Chronic Absenteeism by Student Group (School Year 2022–23)

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	482	479	51	10.6%
Female	224	222	23	10.4%
Male	258	257	28	10.9%
Non-Binary	0	0	0	0.0%
American Indian or Alaska Native	1	1	0	0.0%
Asian	22	22	1	4.5%
Black or African American	74	73	2	2.7%
Filipino	21	21	0	0.0%
Hispanic or Latino	117	115	25	21.7%
Native Hawaiian or Pacific Islander	2	2	0	0.0%
Two or More Races	81	81	8	9.9%
White	163	163	15	9.2%
English Learners	36	35	4	11.4%
Foster Youth	0	0	0	0.0%
Homeless	0	0	0	0.0%

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
Socioeconomically Disadvantaged	212	209	22	10.5%
Students Receiving Migrant Education Services	0	0	0	0.0%
Students with Disabilities	84	83	11	13.3%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/4/24

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2020–21	School 2021–22	School 2022–23	District 2020–21	District 2021–22	District 2022–23	State 2020–21	State 2021–22	State 2022-
Suspensions	0.00%	0.91%	0.83%	0.06%	2.51%	2.70%	0.20%	3.17%	3.60
Expulsions	0.00%	0.00%	0.00%	0.00%	0.05%	0.05%	0.00%	0.07%	0.08

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Last updated: 1/4/24

Suspensions and Expulsions by Student Group (School Year 2022–23)

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.83%	0.00%
Female	0.45%	0.00%
Male	1.16%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	4.55%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	1.71%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.61%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.94%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Last updated: 1/4/24

School Safety Plan (School Year 2023–24)

Elevate's Comprehensive School Safety Plan was last reviewed and updated by Elevate's Board of Directors on February 13, 2023. It is reviewed annually. The plan includes protocols for Emergency Preparedness, along with procedures for Disaster Plans, traffic/pedestrian safety, school rules, and student discipline (suspension/expulsion policies). All school visitors sign in and out at the school office via the Raptor Visitor/Volunteer System and are identified by wearing a printed name badge with photo ID image while on campus. All school staff and volunteers undergo background checks to ensure student safety. All teachers receive training in safety procedures and are First Aid/CPR certified.

Last updated: 1/5/24

D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2020–21)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	2	0
1	25.00	0	2	0
2	25.00	0	2	0
3	24.00	0	3	0
4	25.00	0	2	0
5	26.00	0	2	0
6	22.00	0	12	1
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2021–22)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	2	
1	25.00	0	2	
2	25.00	0	2	
3	25.00	0	2	
4	24.00	0	3	
5	25.00	0	2	
6	25.00	0	14	1
Other**	22.00	0	14	1

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	25.00	0	2	0
1	26.00	0	2	0
2	25.00	0	2	0
3	25.00	0	2	0
4	25.00	0	2	0
5	25.00	0	3	0
6	25.00	0	18	0
Other**	0.00	0	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2020–21) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	22.00	2	0	0
Mathematics	22.00	2	0	0
Science	22.00	2	0	0
Social Science	22.00	2	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2021–22) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	23.00	0	4	0
Mathematics	23.00	0	4	0
Science	23.00	0	4	0
Social Science	23.00	0	4	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23) (HIGH SCHOOL)

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	0.00	0	0	0
Mathematics	22.00	4	4	0
Science	22.00	4	4	0
Social Science	0.00	0	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Last updated: 1/4/24

Ratio of Pupils to Academic Counselor (School Year 2022–23)

Title	Ratio
Pupils to Academic Counselor*	230.5

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/4/24

Student Support Services Staff (School Year 2022–23)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	2.00
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.40
Social Worker	

Title	Number of FTE* Assigned to School
Nurse	
Speech/Language/Hearing Specialist	0.00
Resource Specialist (non-teaching)	
Other	0.10

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Last updated: 1/4/24

Types of Services Funded (Fiscal Year 2022–23)

Elevate students are supported in a number of ways and fiscal resources are allocated in order to best support all students. To this end, the following services and programs are part of Elevate's education program:
** Leader in Me - incorporates Covey's 7 Habits leadership principles into fabric of each classroom and whole-school context

**STEAM - Elevate has a 1.6 full-time STEAM (Science, Technology, Engineering, Arts, Mathematics) teacher who pushes into each classroom weekly for a 1-hour lesson

** Art - Elevate has 2 full-time Art teachers (1 in K-5, 1 in 6-8) who lead Elevate's art program

** Social Emotional Learning - K-5 school counselor provides bi-weekly lessons in classrooms that teach empathy,
communication, and problem-solving

** RtI (Response to Intervention) and EL support - staff pull small-groups of students for re-teach/reviewwho are identified as potentially benefiting from additional support

** Physical Education - all Elevate students participate in PE at least two times/week

Last updated: 1/5/24

Professional Development

Measure	2021–22	2022–23	2023–24
Number of school days dedicated to Staff Development and Continuous Improvement	14	14	13

Last updated: 1/5/24