

Elevate School

2023-24 LCAP Mid-year Update – Outcome Data

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24																																																																								
CAASPP ELA Source: CDE	2018-19: 85.4% Met and exceeded standard	2020-21: 75.5% met/exceeded standard	2021-22: 85.93% Met and exceeded standard	2022-23: 79.8% Met and exceeded standard	78% met/exceeded standards																																																																								
CAASPP Math Source: CDE	2018-19: 86.13% Met and exceeded standard	2020-21: 59.5% met/exceeded standard	2021-22: 75.28% Met and exceeded standard	2022-23: 69.18% Met and exceeded standard	63% met/exceeded standards																																																																								
CA Science Test: Gr 5 Source: CDE	2018-19: 70.73% met/exceeded	2020-21: not administered	2021-22: 54.17% Met and exceeded standard	2022-23: 59.46% Met and exceeded standard	72% met/exceeded standards																																																																								
CA Science Test: Gr 8 Source: CDE	N/A – Did not serve grade 8	N/A – Did not serve grade 8	N/A – Did not serve grade 8	2022-23: 52.63% Met and exceeded standard	2022-23 will serve as a baseline																																																																								
Attendance Rate Source: CALPADS	2019-20: 98%	2020-21: 98%	2021-22: 94.1%	2022-23: 95.0%	>95%																																																																								
Chronic absenteeism Rate. Source: Dataquest	2018-19: 3.9%	2020-21: 1.9%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>57</td> <td>13.1%</td> </tr> <tr> <td>African American</td> <td>6</td> <td>9.1%</td> </tr> <tr> <td>Asian</td> <td>3</td> <td>16.7%</td> </tr> <tr> <td>Filipino</td> <td>2</td> <td>11.8%</td> </tr> <tr> <td>Hispanic</td> <td>18</td> <td>16.7%</td> </tr> <tr> <td>White</td> <td>19</td> <td>12.6%</td> </tr> <tr> <td>Two or More Races</td> <td>9</td> <td>12.3%</td> </tr> <tr> <td>English Learners</td> <td>8</td> <td>17.4%</td> </tr> <tr> <td>SWD</td> <td>14</td> <td>21.9%</td> </tr> <tr> <td>SED</td> <td>21</td> <td>11.5%</td> </tr> </tbody> </table>	2021-22 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	57	13.1%	African American	6	9.1%	Asian	3	16.7%	Filipino	2	11.8%	Hispanic	18	16.7%	White	19	12.6%	Two or More Races	9	12.3%	English Learners	8	17.4%	SWD	14	21.9%	SED	21	11.5%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 CHRONIC ABSENTEEISM</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>51</td> <td>10.6%</td> </tr> <tr> <td>African American</td> <td>2</td> <td>2.7%</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>25</td> <td>21.7%</td> </tr> <tr> <td>White</td> <td>15</td> <td>9.2%</td> </tr> <tr> <td>Two or More Races</td> <td>8</td> <td>9.9%</td> </tr> <tr> <td>English Learners</td> <td>4</td> <td>11.4%</td> </tr> <tr> <td>SWD</td> <td>11</td> <td>13.3%</td> </tr> <tr> <td>SED</td> <td>22</td> <td>10.5%</td> </tr> </tbody> </table>	2022-23 CHRONIC ABSENTEEISM				Number	Rate	Schoolwide	51	10.6%	African American	2	2.7%	Asian	1	4.5%	Filipino	0	0.0%	Hispanic	25	21.7%	White	15	9.2%	Two or More Races	8	9.9%	English Learners	4	11.4%	SWD	11	13.3%	SED	22	10.5%	<6%
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Middle School Dropout Rate Source: CALPADS	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	0%																																																												
Facilities in “good” repair as measured by FIT (Source)	2020-21: Good (all sites)	2021-22: Good (all sites)	2022-23: Good (all sites)	2023-24: Good	Good (all sites)																																																												
% Of Fully credentialed & Appropriately assigned Teachers Source: CalSAAS	2020-21: 100%	2021-22: 93%	2022-23: 96%	2023-24: 93%	100%																																																												
Suspension Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	<table border="1"> <thead> <tr> <th colspan="3">2021-22 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>8</td> <td>0.9%</td> </tr> <tr> <td>African American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Asian</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>White</td> <td>8</td> <td>2.6%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> </tbody> </table>	2021-22 SUSPENSION				Number	Rate	Schoolwide	8	0.9%	African American	0	0.0%	Asian	0	0.0%	Hispanic	0	0.0%	White	8	2.6%	Two or More Races	0	0.0%	<table border="1"> <thead> <tr> <th colspan="3">2022-23 SUSPENSION</th> </tr> <tr> <th></th> <th>Number</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>Schoolwide</td> <td>4</td> <td>0.8%</td> </tr> <tr> <td>African American</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Asian</td> <td>1</td> <td>4.5%</td> </tr> <tr> <td>Filipino</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>Hispanic</td> <td>2</td> <td>1.7%</td> </tr> <tr> <td>White</td> <td>1</td> <td>0.6%</td> </tr> <tr> <td>Two or More Races</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>English Learners</td> <td>0</td> <td>0.0%</td> </tr> <tr> <td>SED</td> <td>2</td> <td>0.9%</td> </tr> <tr> <td>SWD</td> <td>0</td> <td>0.0%</td> </tr> </tbody> </table>	2022-23 SUSPENSION				Number	Rate	Schoolwide	4	0.8%	African American	0	0.0%	Asian	1	4.5%	Filipino	0	0.0%	Hispanic	2	1.7%	White	1	0.6%	Two or More Races	0	0.0%	English Learners	0	0.0%	SED	2	0.9%	SWD	0	0.0%	<2%
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Expulsion Rate Source: Dataquest	2019-20: 0%	2020-21: 0%	2021-22: 0%	2022-23: 0%	<1%																																																												
Student Survey: Student Perception of School Safety & Connectedness Source; Internal survey	2020-21: 80% Sense of safety 92% School connectedness	2021-22: 86% Sense of safety 76% School connectedness	2022-23: 86% Sense of safety 75% School connectedness	2023-24: In Progress	>80%																																																												

Parent Survey: Sense of safety & school connectedness Source; Internal survey	2020-21: 99% Sense of safety 94% School connectedness	2021-22: 98% Sense of safety 98% School connectedness	2022-23: 95% Sense of safety 100% School connectedness	2023-24: In Progress	>80%
Teacher/staff Survey: Sense of safety & school connectedness Source; Internal survey	2020-21: 97% Sense of safety 97% School connectedness	2021-22: 71% Sense of safety 84% School connectedness	2022-23: 96% Sense of safety 96% School connectedness	2023-24: In Progress	>80%
Parent Input in Decision-making including Unduplicated Pupils (UP) & Students with Disabilities (SWD) As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2021-22: CDE's Self-reflection Tool (Questions 5-8) 5. 3 6. 3 7. 4 8. 4	2022-23: CDE's Self-reflection Tool (Questions 5-8) 5. 4 6. 4 7. 4 8. 4	2023-24: In Progress	Rating of 4+
Parent Participation in Programs including Parents of UP & SWD: As measured by CDE's Priority 3: Self-reflection Tool (source)	2020-21: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2021-22: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 3	2022-23: CDE's Self-reflection Tool (Questions 1-4) 1. 4 2. 4 3. 4 4. 4	2023-24: In Progress	Rating 4+

1	Goal Description	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.	State Priority Addressed <input checked="" type="checkbox"/> 1. Basic Services <input type="checkbox"/> 2. Implementation of State Standards <input type="checkbox"/> 3. Parent Involvement <input checked="" type="checkbox"/> 4. Student Achievement <input checked="" type="checkbox"/> 5. Student Engagement		
	Goal Explanation	We continue to build a cohesive K-8 program that allows all students to be successful in academics and in SEL.	Expenditure Mid-year Update <input checked="" type="checkbox"/> First Interim <input type="checkbox"/> December 31, 2023 <input type="checkbox"/> Second Interim <input type="checkbox"/> Other		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Admin & Educators that Support the Educational Program	<p>Elevate will employ an Executive Director and a total of 21 appropriately credentialed teachers for students in grades K-8, to provide instruction in core subject areas: ELA, Math, Science, Social Studies, and Physical Education as part of the school's educational program. Elevate will provide its students with 176 instructional days.</p> <p>All teachers will participate in 9 days of intensive Summer Professional Development, to prepare for the 2023-24 school year, and an additional 4 non-instructional days during the academic year for professional development to focus on data analysis and application. All teachers will also participate in weekly Professional Development and/or staff development during the school year.</p>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	Elevate School currently employs an Executive Director and 21 appropriately credentialed and assigned teachers. We plan to provide 176 instructional days this school year. All teachers have participated in summer professional development and weekly during the academic school year.	\$2,475,185.00	\$509,405.00	<input type="checkbox"/>
2	Measuring Student Progress - Assessments	<p>To assess learning gaps, monitor student progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments. Students will be assessed using i-Ready reading and math assessments for K-8 (3 times/year), Illuminate benchmark assessments; and Fountas & Pinnell Benchmark assessments (K-5), to provide baseline performance (fall); and develop trimester growth targets, measure, and monitor student academic progress and identify whether students require additional academic support.</p> <p>Educlimber data management system will be utilized to create data-rich reports that will be used to strengthen MTSS implementation.</p> <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 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>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	Elevate has administered i-Ready assessments twice so far (Fall & Winter). We continue to utilize EduClimber to monitor student academic growth, but for monitoring behavior we are in the development phase. Our teachers utilize EduClimber during grade level discussions on how to support student growth; and enrichment occurs at the end of each unit of study.	\$59,284.00	\$10,633.00	<input type="checkbox"/>

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3	Addressing Academic Needs to Accelerate Learning	<p>Students will receive additional support with our RTI interventionists to address areas for growth. Needs are identified through multiple types of assessment 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 resulting from the pandemic and for students who have gaps in learning that may be due to military relocation or family moves led by the RTI Coordinator.</p> <p>Elevate will employ substitute teachers on-staff to maintain continuity of instruction, avoid disruptions in learning, and assist the RTI team.</p> <p>Students will also have access to Achieve 3000, a supplemental online literacy program that provides nonfiction reading content to students in grades TK-8 and focuses on building phonemic awareness, phonics, fluency, reading comprehension, vocabulary, and writing skills. It has a rating of "strong" from Evidence for ESSA, based on a wide body of research, including a gold standard study, for demonstrating accelerated literacy growth for students across grade levels and abilities. It allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. Achieve 3000 supports students to continue to accelerate their literacy growth in order to be on track for academic success.</p> <p>Elevate will partner with Champions to offer expanded learning opportunities through after-school academic & social enrichment, and summer programming; and provide access to low-income and foster youth (ELO-P funded).</p>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>Elevate has 8 interventionists providing services to students in grades K-5: (1) Kindergarten, (2) grades 1 and 2, (1) grade 3, and (3) grades 4 and 5. This configuration allows each classroom to have two ELA RTI groups and two math RTI groups.</p> <p>Currently there are 112 students receiving ELA interventions in grades K-5 and 83 students receiving math interventions. Participation in RTI groups is closely monitored for each session. Our students receive regular progress monitoring every 8-10 weeks which is tracked in EduClimber.</p> <p>Interventionists provide push-in support for RTI students when they are not meeting with their scheduled RTI groups, ensuring consistent support and collaboration within the classroom.</p> <p>Substitute teachers were hired to ensure continuity of instruction to fill-in during teacher absences. We continue building our ELO-P program options for after school alongside our partnership with Champions.</p> <p>Students in grade 3-8 access articles in Achieve 3000 to strengthen their non-fiction literacy options and further grow their Lexile Levels for college/career readiness. This year, we're piloting Illustrative Math curriculum for students in Grades 6-8 and so far there is solid consistent growth. Additionally, students who have traditionally struggled with math are showing the most growth.</p>	\$552,504.00	\$119,483.00	<input checked="" type="checkbox"/>
4	Addressing Social-Emotional & Behavioral Student Needs	<p>Elevate is committed to providing social and emotional supports to address the 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.</p> <p>Counselors will provide SEL counseling services for students and collaborate with the Dean of Students utilizing EduClimber as part of the MTSS Framework.</p>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>Elevate has fully implemented the Leader in Me framework school-wide, and monthly student screeners at the middle school level. Our counselors provide lessons at each grade level on a monthly basis. The Deans and Counselors have implemented restorative practices schoolwide. Additionally, the Deans and our Assistant Director provide coaching for teachers during weekly collaboration and in ongoing conversations during teacher preps and other times throughout the school week.</p> <p>Our work with MTSS is partially implemented. Our new team was structured in June 2023 and will continue to grow in January to include at least one Dean and our ELD Teacher. Bi-monthly meeting have been occurring, but will continue to occur with our additional members in January 2024.</p>	\$527,366.00	\$145,285.00	<input type="checkbox"/>
5	Maintaining Safe & Clean School Facilities	<p>Elevate School strives to provide all students and staff with safe and clean school facility sites.</p> <p>Annually, Elevate School will complete the Facility Inspection Tool (FIT) report and address any issues/findings at each school site. Results from the annual FIT will be reported on the school's SARC, LCAP, and CA Schools Dashboard (Local Indicators Report).</p>	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>Elevate administers the FIT report for each site and the results are reported annually on the LCAP, SARC, and Local Indicators. Our facilities are well maintained, clean, and safe.</p>	\$561,152.00	\$236,280.00	<input type="checkbox"/>
		<p>The action plan for Special Education strongly emphasizes establishing effective systems and procedures to support the needs of students with special needs in our</p>		<p>Our SPED department has established the framework and identified team members as well as implemented efforts in</p>			

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6	Services to Support Students with Disabilities (SWD)	<p>systems and procedures to support the needs of students with special needs in our district. The department will use several data points in areas such as student achievement data, behavior and attendance records, and feedback from parents and stakeholders for comprehensive data review and analysis to implement systems and procedures. Our current strengths lie in the dedicated Special Education (SPED) team and the collaborative efforts with all other departments. The SPED team will engage in targeted professional development (PD) sessions to further enhance knowledge and practices, including training on legal and procedural requirements, documentation, and reporting, workshops on differentiated instruction, inclusive teaching strategies, and behavior management techniques. These PD opportunities will enable the SPED team to implement inclusive, equitable, research-based practices. Additionally, Special Education teachers will collaborate closely with General Education teachers to establish consistent protocols for modifying lessons, implementing accommodations, and providing appropriate classroom support. Ongoing collaboration and analysis of data will ensure that our systems and procedures are responsive, efficient, and continuously refined to meet the unique needs of our special education students.</p>	<input type="checkbox"/> Fully Implemented	<p>refined team members as well as implemented systems and procedures to support the needs of students receiving special education services. We added a Director of Special Education who also oversees MTSS; and currently have 3 Ed Specialists. All staff members in the SPED department utilize data to inform services and supports to be provided to students and tailor them to student specific needs.</p> <p>The SPED team currently provides professional development to teachers and support staff members on the legal requirements and best practices to support all students. Additionally, the SPED team currently consults and collaborate with general education teachers and staff members on various ways to effectively implement student's IEPs in the classroom. The SPED team at Elevate continues to collaborate to enhance the systems and supports that are being implemented as well as refine them in their evolution towards better meeting the needs of all learners.</p>	\$882,608.00	\$220,705.00	<input type="checkbox"/>
			<input checked="" type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				

2	Goal Description	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.	State Priority Addressed		
	Goal Explanation	Our PBL Projects are standards aligned and are woven throughout all curricular areas and are central to our units of study	<input type="checkbox"/> 1. Basic Services	<input checked="" type="checkbox"/> 2. Implementation of State Standards	<input type="checkbox"/> 3. Parent Involvement
			<input checked="" type="checkbox"/> 4. Student Achievement	Expenditure Update	
			<input type="checkbox"/> 5. Student Engagement	<input checked="" type="checkbox"/>	First Interim
			<input type="checkbox"/> 6. School Climate	<input type="checkbox"/>	December 31, 2023
			<input checked="" type="checkbox"/> 7. Course Access	<input type="checkbox"/>	Second Interim
			<input type="checkbox"/> 8. Student Outcomes	<input type="checkbox"/>	Other

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
1	Professional Development	<p>Elevate School educators will participate in a robust evidence-based professional development starting with 10- days of Summer Professional Development, 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 and instructional coaching for the 2023-24 school year will focus on supporting struggling learners including EL and SWD with academic discourse; to ensure best practices are shared among grade levels and with the integration of Project-based Learning, that is student controlled and student-focused. The Math Instructional Coach will provide coaching for middle school math teachers, lead professional development and conduct classroom observations, and feedback cycles. Teachers will receive feedback from observations conducted by the Deans as part of the coaching cycle and will be provided with planning to ensure rigor and relevance.</p> <p>NCUST will provide coaching for the Administrative Team and the Dean of Students to build capacity, strengthen the academic program with a focus on equity for all students.</p> <p>To support teacher effectiveness and credential clearance, Elevate will reimburse teacher induction expenses; and support Deans with the administrator credential program.</p>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>Elevate provide its educators and administrators with robust professional learning opportunities, including clearing their credential (induction), coaching and feedback cycles. The Math Instructional Coach collaborates with middle school math teachers and provides coaching, observations and lesson studies. This year, teachers have increased the use of Academic Discourse in the classrooms consistently across all grades. The Deans and Instructional Leadership Team continue to mentor induction teacher; and the Deans are currently enrolled in an administrators credential program through SDCOE. Elevate continues to participate in schoolwide leadership coaching through NCUST (Year 2).</p>	\$246,251.00	\$69,567.00	<input type="checkbox"/>
2	Strengthening English Learner (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 and reduce the number to of long-term English Learners. The designated ELD teacher will provide designated ELD for all English Learners K-8, and additional academic support through a push-in model for level 4 ELs.</p> <p>Teachers will continue to participate in Guided Language Acquisition Instruction (GLAD) training strategies, on how to modify the delivery of student instruction to promote academic language and literacy.</p>	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>Elevate continues to strengthen its ELD program and currently using Ellevation for monitoring; and data is tracked and monitored closely by the Director of Instruction. With the adoption of Ellevation, we are providing training for staff to ensure fidelity. A cohort of middle school teachers participated in the initial training of GLAD and will continue. We will continue to ensure</p>	\$123,346.00	\$24,535.00	<input checked="" type="checkbox"/>

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		The EL Master Plan will also be reviewed and revised to reflect changes to our EL Program and will be shared with the ELAC for input. Elevate will adopt the Elevation program to monitor, track, and assess EL students. Elevation provides customizable data dashboards and comprehensive student profiles that allow our teachers and leadership teams to easily track language proficiency, analyze sub-populations, share insights schoolwide, and make informed decisions about goals and progress.	<input type="checkbox"/> Not Implemented	continue. we will continue to ensure teachers participate in GLAD training.				
3	Core Curricular Program Needs	Elevate has adopted standards aligned curriculum across all disciplines. Additional purchases made include the following: <ul style="list-style-type: none"> Science Curriculum Scholastic SCOPE magazine 	<input checked="" type="checkbox"/> Fully Implemented	All students have access to standards aligned curricular and/or instructional materials. Purchases are made annually to ensure all students have access.	\$2,204.00	\$2,165.00	<input type="checkbox"/>	
			<input type="checkbox"/> Partially Implemented					
			<input type="checkbox"/> Not Implemented					
4	Closing the Digital Divide	Elevate School will ensure all students have access to a technology device to access curricular and instructional materials; contract IT Support; and continue to utilize Zoom for virtual meetings. Infrastructure upgrades have taken place to improve overall internet bandwidth schoolwide across all school sites.	<input checked="" type="checkbox"/> Fully Implemented	All students have access to age appropriate devices (iPads, Chromebooks) to access instructional materials and/or online programs. We utilize Zoom to inter-campus meetings as needed.	\$96,100.00	\$25,922.00	<input type="checkbox"/>	
			<input type="checkbox"/> Partially Implemented					
			<input type="checkbox"/> Not Implemented					
5	Broad Course of Study	Elevate School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: <ul style="list-style-type: none"> STEAM: (2-8) Art (K-8) 	<input checked="" type="checkbox"/> Fully Implemented	Elevate School provides its students with a broad course of study that includes: <ul style="list-style-type: none"> -STEAM (Grades 2-8) -STEAM Elective (Grades 6-8) -Art (Grades K-5) -Art Elective (Grades 6-8) 	\$418,469.00	\$86,935.00	<input type="checkbox"/>	
			<input type="checkbox"/> Partially Implemented					
			<input type="checkbox"/> Not Implemented					

3	Goal Description	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.	State Priority Addressed		
			<input type="checkbox"/>	1. Basic Services	
			<input type="checkbox"/>	2. Implementation of State Standards	
			<input checked="" type="checkbox"/>	3. Parent Involvement	
	Goal Explanation	We value our parent partnerships and our diverse families represented. Our many military families allow us to serve students with unique needs.	<input type="checkbox"/>	4. Student Achievement	
			<input type="checkbox"/>	5. Student Engagement	
			<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	First Interim
			<input checked="" type="checkbox"/>	<input type="checkbox"/>	December 31, 2023
		<input type="checkbox"/>	7. Course Access		
		<input type="checkbox"/>	8. Student Outcomes		

#	Action Title	Action Description	Implementation Level	Overall Implementation Action & Substantive Difference	Total Funds Budgeted	Mid-year Expenditures	Contributing
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, student learning, and engagement. Elevate has implemented the Leader in Me Leadership Program schoolwide, an evidence based SEL process that empowers students with leadership and life skills they need to thrive. In addition, 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, campus leadership roles, Student Lighthouse Team (K-5, and ASB/Lighthouse Team for (6-8). Students will participate in learning opportunities through field trips.</p> <p>Students participate in exhibitions (Student-led conferences) in the winter and spring showcasing their work.</p> <p>Elevate School 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 learning process, deepen student engagement and motivation.</p> <p>The School Safety Plan will be updated, emergency drills will take place, in addition to student vision and hearing testing.</p>	<input checked="" type="checkbox"/> Fully Implemented <input type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>Elevate's school-wide WIG for '23-24 is to achieve 60+ cross-campus initiatives in order to build bridges and connections between our educational partners. As of last year, we have 56 documented initiatives towards our goal. In addition, 100% of our students have multiple leadership opportunities throughout the school year and students in grades 3-8 have multiple opportunities to apply for roles on our Student Lighthouse Teams.</p> <p>We will host two annual Student Exhibition Nights, and each campus has a Leadership Day annually, where 60+ community guests join us to celebrate our leadership and learning.</p> <p>Each grade level has two curriculum connected field trips annually. To date, all students have participated in at least one field trip with the goal of offering at least two per year. Our 6th grade students participated in 6th grade camp. Students in grades 5 & 8 are scheduled to attend SDCOE's Innovation Center in late May 2024.</p>	\$245,477.00	\$44,226.00	<input type="checkbox"/>
2	Parent Input in Decision-Making	<p>Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD).</p> <ul style="list-style-type: none"> English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062 (a)(2) - if applicable Parent Advisory Committee (PAC) per CA EC 52062(a)(1) 	<input type="checkbox"/> Fully Implemented <input checked="" type="checkbox"/> Partially Implemented <input type="checkbox"/> Not Implemented	<p>We continue to involve parents in decision-making processes, particularly those representing UP and SWD. This involvement has been facilitated through various groups including the Parent Advisory Committee; and, ELAC Meetings. We recognize the importance of parental insights in creating an inclusive and responsive educational environment. We are working to fully implement this to reflect our commitment to parent engagement and</p>	\$1,500.00	\$0.00	<input type="checkbox"/>

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			<input type="checkbox"/> Not Implemented	Commitment to parent engagement and collaboration.			
3	Opportunities Provided to Support Parent Engagement & Participation	<p>Elevate School will provide all parents including those representing Unduplicated Pupils, and Students with Disabilities with opportunities to engage as partners in their child education.</p> <p>The Parent Engagement Coordinator will facilitate parent workshops, provide/connect families to resources, promote parent volunteer opportunities/training, conduct parent outreach. Staff will communicate with families using ParentSquare. Families will have access to Aeries Parent Portal to view their child's progress, attendance and communicate with teachers.</p> <p>The Leadership Team & Parent Engagement Coordinator will facilitate Parent Education workshops on critical issues that include</p> <ul style="list-style-type: none"> • Digital Citizenship/Online safety • 7 Habits • Social emotional supports • Academic supports at home • Community building – equity lens • How to support your teen • Other topics as requested 	<input type="checkbox"/> Fully Implemented	<p>Elevate continues to prioritize parent engagement and participation. The Parent Engagement Coordinator (PEC) facilitates workshops, connects families to resources, and promotes volunteer opportunities. We utilize ParentSquare and Aeries Parent Portal to enhance communication between families and the school. Our PEC has sought out online Parent Education Workshops that cover the topics of Student Mental Health to enhance our school offerings.</p>	\$60,207.00	\$39,783.00	<input type="checkbox"/>
			<input checked="" type="checkbox"/> Partially Implemented				
			<input type="checkbox"/> Not Implemented				

LCFF Budget Overview for Parents Mid-year Update		
Expenditures for High Needs Students in the 2023-24 School Year	2023-24 Adopted Budget	Projected Actual 2023-24
Total LCFF funds	\$5,366,364.00	\$5,247,478.00
LCFF supplemental & concentration grants	\$436,310.00	\$430,120.00
All other state funds	\$728,589.00	\$752,124.00
All local funds	\$553,880.00	\$603,957.00
All federal funds	\$860,527.00	\$895,952.00
Total Projected Revenue	\$7,509,360.00	\$7,499,511.00
Total Budgeted Expenditures for the 2023-24 School Year	2023-24 Adopted Budget	Projected Actual 2023-24
Total Budgeted General Fund Expenditures	\$7,444,694.00	\$7,434,379.00
Total Budgeted Expenditures in the LCAP	\$4,536,275.00	\$4,426,981.00
Total Budgeted Expenditures for High Needs Students in the LCAP	\$436,310.00	\$430,120.00
Expenditures not in the LCAP	\$2,908,419.00	\$3,007,398.00