

Local Control and Accountability Plan

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

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

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Elevate School provides a high-quality K-8 STEAM educational program serving approximately 476 students. Elevate School’s diverse student demographics include: 32% White, 25% Hispanic, 15% Two or More Races, 18% African American, 6% Asian, 4% Filipino, 15% Students with Disabilities (SWD), 7% English Learners (EL), and 44% Socioeconomically Disadvantaged (SED).

This year, Elevate School revised its mission and vision, and developed a 3-year Strategic Plan that reflects a revised mission, vision and three objectives that have been embedded into the newly revised 2024-25 LCAP goals to ensure alignment which include:

1. Priority 1: Continue building a cohesive and thriving program from Kindergarten through 8th grade.
2. Priority 2: Strengthen our team and infrastructure.
3. Priority 3. Move into our unified campus

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

VISION - We envision a kind, collaborative, and just world guided by empathetic and innovative leaders.

In 2014, Elevate School became a nurturing home for young learners in the Serra Mesa and Tierrasanta neighborhoods of San Diego, emphasizing the importance of fostering leadership and empathy within a tight-knit community. Founded with a dedication to serving the unique needs of military children, Elevate School recognized the challenges of frequent relocations and school transitions and sought to support these students and their families.

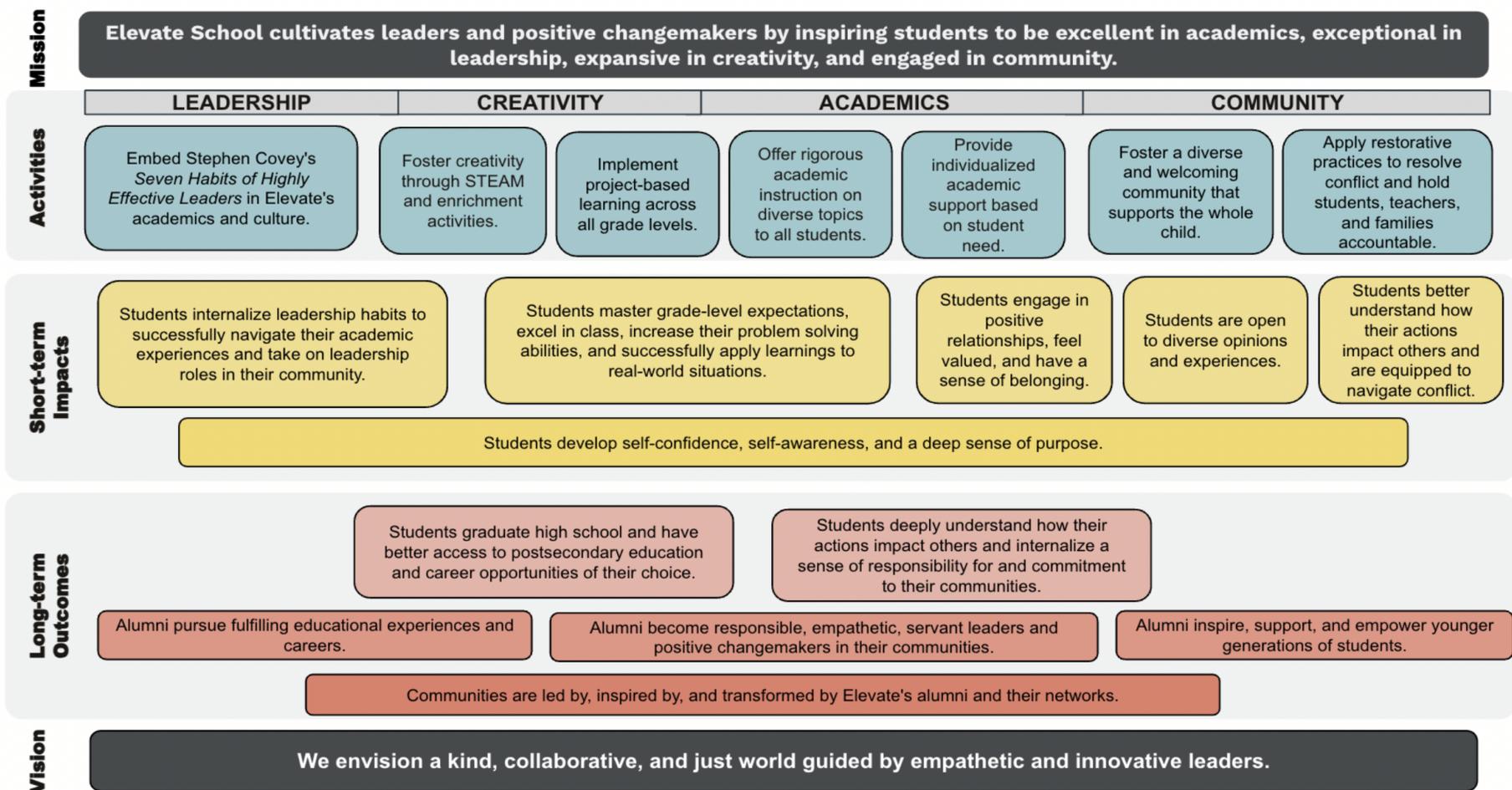
Elevate School focuses on cultivating creative, community-minded leaders and learners, as embodied by the integration of Stephen Covey's 7 Habits of Highly Effective Leaders throughout all three school campuses. Students apply their learning through thematic, interdisciplinary, project-based learning units, culminating in public exhibitions that showcase their growth and contributions. With class sizes capped at twenty-six students, Elevate School ensures continuous assessment of student progress and individualized attention and support that honors students as learners, leaders, and community members. As we mark our tenth year serving over 475 diverse learners, our accolades as a National Blue

Ribbon School and California Distinguished School stand as testament to our unwavering commitment to excellence and student well-being, and we are placed to embark on a strategic planning journey to strengthen our impact.

Over the next three years, Elevate School will execute on our vision for sustained excellence by continuing to focus on building a cohesive and thriving program from kindergarten through 8th grade for diverse learners and investing in operational and systems improvements. As we enter a new phase characterized by continued investment in our strong team, relocation to a new, unified campus, and ongoing improvement of student services, Elevate School remains committed to providing high-quality education that empowers students to thrive and lead in an increasingly complex world.

THEORY OF CHANGE

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



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 School'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 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 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 an audience of 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, assisting the teacher with a PE lesson, serving on our board, and organizing special events and projects.

Elevate School has developed a one-year LCAP, that addresses the required [8 State Priorities](#) and also serves as the School Plan for Student Achievement (SPSA), meets the stakeholder engagement requirements outlined in California (CA) Education Code (EC) 64001(j) and has met the following requirements CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Note: Elevate School is not eligible for LCFF [Equity Multiplier Funds](#).

Reflections: Annual Performance

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

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

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

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

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

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

Elevate is committed to providing social and emotional supports to address behavioral and mental health need of our students. The Dean of Students will lead schoolwide implementation of restorative practices/SEL, Student Lighthouse Team that promotes positive school culture, lead schoolwide implementation of MTSS Framework, address student behavioral issues with de-escalation techniques. In addition, the Dean will provide instructional coaching for teachers to ensure consistency at each site on classroom management and instructional practices, utilizing EduClimber with behavior intervention.

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

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Elevate School is not eligible for CSI.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators, Principals	Date: January – May 2024 – Leadership Team Meetings (bi-weekly) Discussion: Discussion took place on the 2023-24 LCAP Midyear update, 2023 CA School Dashboard, Development of the 2024-25 LCAP, metrics, needs assessment, 2024-25 Budget development, and Strategic Plan development. Feedback provided: <ul style="list-style-type: none">• Continue to strengthen MTSS• Continue with RtI Interventionist & pilot RtI Program afterschool (Gr 2-5)• Professional Development for teachers on strategies to support EL and SWD, including Math PD• Need Writing Instructional Coach• Implement strategies to reduce chronic absenteeism rates
Teachers	Date: January – May 2024 – Staff Development, PD, ILT Meetings & Teacher Survey Discussion took place on the 2023-24 LCAP Actions, progress monitoring, Professional development needs, Data cycles, and 2024-25 LCAP, to solicit input on teacher needs. Feedback provided:

	<ul style="list-style-type: none"> • Need Professional development/coaching: Writing • Need cross-campus bridging activities throughout the year. • PD: effective strategies to address student behavioral challenges • Need PD/Coaching to support SWD – improve academic outcomes, provide tiered intervention, and collaboration among SpED Team and General Education teachers to narrow achievement gaps
<p>Other School Personnel</p>	<p>Date: March – May 2024 Staff Meeting, and Staff Survey</p> <p>Discussion: iReady assessment data, program effectiveness reports, student behavior incidents</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Need to continue with RtI interventionist and strengthen/expand tiered intervention for EL, SWD, & SED (address achievement gaps) • Training on addressing student behavioral challenges and behavior plans • Desire growth pathways, intentional connection/build capacity among staff
<p>Students</p>	<p>Date: April/May 2024 – Student Surveys</p> <p>Discussion took place to solicit input on the 2024-25 LCAP – in school safety, student connectedness, and belonging, and areas for growth.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Continue offering clubs: Yearbook, Homework, Chess Club – Middle School • Continue with Leader in Me. • Requested additional academic support – after-school RtI • Requested additional afterschool enrichment opportunities: clubs, sports, art, etc.
<p>Parent Advisory Committee (PAC)</p>	<p>Date: 1/24/24 PAC Meeting</p> <p>Discussion: Took place on the 2023-24 LCAP Midyear Update, 2023 CA School Dashboard and the School’s Safety Plan.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Strategies to make the middle school dismissal procedures safe for all.

	<p>Date: 4/24/24 PAC Meeting</p> <p>Discussion took place to solicit input on the 2024-25 LCAP Goals, and actions.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Parents enjoyed Family Days. Appreciate the numerous opportunities for parents to provide input. • Parents suggested that for 2024-25 school year to hold separate meetings for Middle School parents. <p>Date: 6/12/24 PAC Meeting</p> <p>Discussion: The 2024-25 LCAP was presented to the Parent Advisory Committee for review and approval.</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Parents expressed that students enjoy special events/spirit days – a motivating factor for students to arrive at school on time. • Parents would like to volunteer during afterschool hours. • Requested an increase and a variety of afterschool activities for students in K-5. • Requested parent workshop in Fall 2024 – to support parents of middle school students on the transition of their child to middle school.
<p>ELAC, DELAC & EL-PAC</p>	<p>Date: 2/29/24 ELAC</p> <p>Discussion took place on the LCAP Goals, 2023 CA School Dashboard, and to solicit input on the 2024-25 LCAP,</p> <p>Feedback provided:</p> <ul style="list-style-type: none"> • Strategies to support EL with language acquisition to be eligible to reclassify • Requested adoption of Ellevation a supplemental online platform to support EL with language acquisition. • Parents requested that admin provide an ELPAC informational workshop to inform parents of the contents of the assessment and strategies they can use at home to support their child. <p>Note: Elevate School does not meet the CDE requirements to form a DELAC and/or English Learner Parent Advisory Committee (EL-PAC). CA EC 52062(a)(1)</p>
<p>Parents including those representing Unduplicated Pupils</p>	<p>Date: 1/19/24, and 4/12/24 – Military Coffee with the Principal</p> <p>Discussion: solicited input with the development of the LCAP. Discussion took place on 2023 Dashboard, local data and to solicit input on the school’s program and needs from a military family point of view.</p> <p>Feedback provided:</p>

	<ul style="list-style-type: none"> Continue with Military Coffee. An Elevate teacher serves as the Military Liaison – parents appreciate this because they feel seen and heard.
SELPA Administrator	<p>Date: May 2024</p> <p>SPED Director discussed and shared the SPED Action Goal 1, Action 5 as part of the consultation process for the development of the 2024-25 LCAP with the El Dorado Charter SELPA.</p> <p>Feedback provided: SELPA provider reviewed the action, and no additional feedback was provided.</p>
Governing Board	<ul style="list-style-type: none"> June 17, 2024: Public Hearing 2024-25 LCAP June 24, 2024: Approval (adoption) 2024-25 LCAP

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

The development of the LCAP was influenced by the feedback provided by our educational partners in the following LCAP Goals and actions:

- Goal 1, Action 2: RtI Interventionists; RtI Afterschool tutoring; academic and social enrichment (afterschool).
- Goal 1, Action 3: Attendance initiatives, Leader In Me SEL, Dean of Students
- Goal 1, Action 4: GLAD Professional Development to support ELs; and Ellevation implementation
- Goal 1, Action 5: SpED Program and support for SWD.
- Goal 2, Action 2: Professional Development: Writing (coaching), Instructional Coaches, Math Coach, student behavioral challenges
- Goal 3, Action 1: Schoolwide events, Leader In Me
- Goal 3, Action 3: Parent workshops, and Military Coffee

Goals and Actions

Goal

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

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline	
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP				2023-24 ELA CAASPP	
		Student Group	DFS			Student Group	DFS
		All Students	+77.1			All Students	Maintain >75
		African American	+77.1			African American	Maintain >75
		Hispanic	+63			Hispanic	+65
		White	+74.8			White	+75
		Two or More Races	+77.7			Two or More Races	+78
		SED	+58.7			SED	+60
		SWD	-8.8			SWD	-6

2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	<table border="1"> <thead> <tr> <th colspan="2">2022-23 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+39.8</td> </tr> <tr> <td>African American</td> <td>+43.2</td> </tr> <tr> <td>Hispanic</td> <td>+28.7</td> </tr> <tr> <td>White</td> <td>+39.3</td> </tr> <tr> <td>Two or More Races</td> <td>+29.3</td> </tr> <tr> <td>SED</td> <td>+28</td> </tr> <tr> <td>SWD</td> <td>-41.4</td> </tr> </tbody> </table>	2022-23 Math CAASPP		Student Group	DFS	All Students	+39.8	African American	+43.2	Hispanic	+28.7	White	+39.3	Two or More Races	+29.3	SED	+28	SWD	-41.4			<table border="1"> <thead> <tr> <th colspan="2">2023-24 Math CAASPP</th> </tr> <tr> <th>Student Group</th> <th>DFS</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>+41</td> </tr> <tr> <td>African American</td> <td>+45</td> </tr> <tr> <td>Hispanic</td> <td>+30</td> </tr> <tr> <td>White</td> <td>+41</td> </tr> <tr> <td>Two or More Races</td> <td>+31</td> </tr> <tr> <td>SED</td> <td>+30</td> </tr> <tr> <td>SWD</td> <td>-38</td> </tr> </tbody> </table>	2023-24 Math CAASPP		Student Group	DFS	All Students	+41	African American	+45	Hispanic	+30	White	+41	Two or More Races	+31	SED	+30	SWD	-38	
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4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	60% Source: 2023 Dashboard			2023-24: 62% Source: 2024 Dashboard																																					
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 44.83%			2023-24: 46%																																					
6	Reclassification Rate Source: Dataquest	2022-23: 6.1%			2023-24: 18%																																					
7	Attendance Rate Source: CALPADS	2022-23: 95%			2023-24: 95%																																					

8	Chronic Absenteeism Rates Source: Dataquest	<table border="1"> <thead> <tr> <th colspan="2">2022-23: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>10.6%</td> </tr> <tr> <td>African American</td> <td>2.7%</td> </tr> <tr> <td>Hispanic</td> <td>21.7%</td> </tr> <tr> <td>White</td> <td>9.2%</td> </tr> <tr> <td>Two or More Races</td> <td>9.8%</td> </tr> <tr> <td>EL</td> <td>11.4%</td> </tr> <tr> <td>SED</td> <td>10.5%</td> </tr> <tr> <td>SWD</td> <td>13.3%</td> </tr> </tbody> </table>	2022-23: Chronic Absenteeism		Student Group	Rate	All Students	10.6%	African American	2.7%	Hispanic	21.7%	White	9.2%	Two or More Races	9.8%	EL	11.4%	SED	10.5%	SWD	13.3%			<table border="1"> <thead> <tr> <th colspan="2">2023-24: Chronic Absenteeism</th> </tr> <tr> <th>Student Group</th> <th>Rate</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>7%</td> </tr> <tr> <td>African American</td> <td>5%</td> </tr> <tr> <td>Hispanic</td> <td>11%</td> </tr> <tr> <td>White</td> <td>7%</td> </tr> <tr> <td>Two or More Races</td> <td>7%</td> </tr> <tr> <td>EL</td> <td>9%</td> </tr> <tr> <td>SED</td> <td>9%</td> </tr> <tr> <td>SWD</td> <td>9%</td> </tr> </tbody> </table>	2023-24: Chronic Absenteeism		Student Group	Rate	All Students	7%	African American	5%	Hispanic	11%	White	7%	Two or More Races	7%	EL	9%	SED	9%	SWD	9%	
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African American	0.0%																																													
Hispanic	1.7%																																													
White	0.6%																																													
Two or More Races	0.0%																																													
EL	0.0%																																													
SED	0.9%																																													
SWD	0.0%																																													
2023-24: Suspension																																														
Student Group	Rate																																													
All Students	0.8%																																													
African American	1.2%																																													
Hispanic	0.8%																																													
White	0.0%																																													
Two or More Races	2.2%																																													
EL	0.0%																																													
SED	0.6%																																													
SWD	2.7%																																													
11	Expulsion Rate Source: Dataquest	2022-23: 0%			2023-24: 0%																																									
12	% students participating in elective course or enrichment. Source: Master Schedule CALPADS	2023-24: 100%			2024-25: 100%																																									
13	% students participating in in all 5 Components of the	2022-23: 100%			2023-24: 100%																																									

	Physical Fitness Test (PFT): Grade 5 Source: SARC					
14	% students participating in in all 5 Components of the Physical Fitness Test (PFT): Grade 7 Source: SARC	2022-23: 94%			2023-24: 100%	

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

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

Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>Elevate School administers academic universal screeners to establish baseline performance, identify gaps in learning, monitor student progress and develop annual growth targets.</p> <p>Students will be assessed using:</p> <ul style="list-style-type: none"> • iReady reading and math assessments for K-8 (3 times/year), • Illuminate benchmark assessments • Fountas & Pinnell Benchmark assessments (K-5) • BPST (K-5) • Sight Words (K-2) • Achieve 3000 Level Set – Lexile (Gr 3-8) • Writing benchmarks: 4 times/year <p>Educlimber is an interactive system that integrates whole child data into a single platform with built-in tools for intervention tracking, collaboration, effectiveness reporting, early warning, driving system-level improvement and to strengthen MTSS implementation. The Instructional Leadership Team will review and analyze data to inform instruction and professional learning needs.</p>	\$59,150	N

		<p>The State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source iReady 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, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. iReady 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. iReady’s online lessons provide tailored instruction and practice for each student to accelerate growth.</p>		
2	<p>ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING</p>	<p>Students will receive additional support from Rtl interventionists and Paraprofessionals that will provide tiered intervention through push-in and small group instruction. Students are identified based on universal screeners (see Goal 1, Action 1), and progress is monitored using these assessments Elevate uses an accelerated learning model for learning recovery resulting from the pandemic to address learning gaps resulting from military relocation, high transiency, and gaps in education.</p> <p>Students will utilize Achieve 3000, a supplemental online literacy intervention 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. Achieve 3000 allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. In addition, Achieve 3000 supports students to continue to accelerate their literacy growth to be on track for academic success.</p> <p>To narrow achievement gaps, an afterschool Response to Intervention (Rtl) Program will be piloted for students in grades 2-5. 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>	\$712,532	Y

3	<p style="text-align: center;">ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS</p>	<p>Elevate School received a RED Performance level for the Chronic Absenteeism Indicator for the Hispanic student group. Although Chronic absenteeism rates declined schoolwide, for the Hispanic student group it increased from 16.7% to 21.7%. The Leadership Team conducted a needs assessment and root cause analysis to address this issue, however there were no identifiable patterns that emerged. For the Hispanic student group, we identified that when one student was absent, the remaining siblings were also absent; others were medically fragile, and other absences were due to medical appointments. For the upcoming school year, the leadership team will be communicating with families at the start of the school year to communicate the importance of daily attendance and its impact on student achievement. Elevate will also ensure that the Case manager connects with families especially those historically chronically absent and at-risk of chronic absenteeism.</p> <p>Elevate will also implement schoolwide attendance incentives and contests to engage the entire school community, with ongoing communication with families. Elevate will strengthen the school's attendance policy which will be communicated to staff, families and students.</p> <p>Elevate is committed to providing social and emotional supports to address behavioral and mental health need of our students. The Dean of Students will lead schoolwide implementation of restorative practices/SEL, Student Lighthouse Team that promotes positive school culture, lead schoolwide implementation of MTSS Framework, address student behavioral issues with de-escalation techniques. In addition, the Dean will provide instructional coaching for teachers to ensure consistency at each site on classroom management and instructional practices, utilizing EduClimber with behavior intervention.</p> <p>Counselors will lead Leader in Me implementation in conjunction with SEL lessons. The Counselor will provide SEL counseling services for students and collaborate with the Dean of Students and MTSS Coordinator, utilizing EduClimber as part of the MTSS Framework. Our entire staff will be trained in Leader in Me, for schoolwide implementation. Leader in Me will help build leadership and life skills in students and staff, create a high-trust culture and accelerate academic achievement.</p>	\$821,045	N
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4	STRENGTHENING EL PROGRAM & SERVICES	<p>Elevate School will provide the following services to support English Learners (EL) with language acquisition. The ELD teacher (credentialed) will provide rigorous designated ELD, and tiered intervention and support for English Learners to support with language acquisition. In addition, ELs will be prioritized for afterschool tutoring (ELOP) to support EL in making progress with English language proficiency.</p> <p>Elevate School will implement Ellevation, an EL Program management solution to build the capacity of teachers to serve multi-lingual learners and empower students with the academic language to thrive. Ellevation provides high quality supplemental ELD program, ELPAC/ELPI Score analysis, EL/RFEP progress monitoring, reclassification workflows, and instructional planning initiatives that supports the language acquisition needs of LtELs. In addition, LtELs will be prioritized for tutoring services afterschool via the Expanded Learning Opportunities Program.</p> <p>Elevate School will continue to provide GLAD training for teachers. The Instructional Leadership Team will provide instructional coaching for teacher on strategies to support ELs with language acquisition.</p>	\$134,614	N
5	SERVICES TO SUPPORT SWD	<p>The action plan for Special Education emphasizes establishing effective systems and procedures to support the needs of students with special needs at our school. Our team will use several data points in areas such as student achievement, behavior and attendance records, and feedback from both staff and parents 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 teachers/staff in the school's education program. 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 be reviewed annually and revised based on staff/parent input, to 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,</p>	\$769,855	N

		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.		
6	BROAD COURSE OF STUDY	Elevate School will provide all students with a broad course of study (ELA, Math, Science, Social Studies, and Physical Education) including Art and STEAM courses during the instructional day. Teachers will also have access to Ellevation, that builds capacity to serve multilingual learners and empower students with the academic language necessary for success.	\$212,181	N

Goal

Goal #	Description	Type of Goal
2	Continue to provide educators and instructional support staff with robust professional learning opportunities to include the CA academic standards and in alignment with STEAM Project-based learning that encompasses relevant learning experiences, and instructional coaching to build growth, capacity, expertise and educator retention.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
15	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 84.7%			2022-23: 85.7%	
16	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%			2024-25: 100%	
17	Implementation of the State Academic content &	<u>2023-24</u> ELA: 5			<u>2024-25:</u> ELA: 5	

	<p>performance standards for all students & enable ELs access.</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)</p>	<p>ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: N/A</p>			<p>ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: NA Health: 4 PE: 5 VAPA: 5 World Language: N/A</p>	
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Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>Elevate will employ an Executive Director and appropriately credentialed teachers that will serve 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 employ substitute teachers on staff to maintain continuity of instruction.</p> <p>Elevate will provide all students with 176 instructional days.</p> <p>All teachers will participate in eight days of intensive Summer Professional Development, to prepare for the 2024-25 school year, and an additional 4 non-instructional days and weekly Professional Development during the school year.</p>	\$2,646,141	N
2	PROFESSIONAL DEVELOPMENT	<p>Elevate School will provide all educators with robust professional development and Instructional coaching for the 2024-25 school year with a focus on supporting struggling learners specifically English Learners (EL) and Students with Disabilities (SWD) with academic discourse. This will 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 math teachers in grade 3-8, lead professional development and conduct classroom observations, and feedback cycles.</p> <p>Elevate will add a Writing Instructional Coach to guide the Instructional Leadership team designing professional development for writing. The</p>	\$259,188	N

		<p>Special Education Consultant will assist in developing and facilitating SpED professional learning scope and sequence.</p> <p>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>		
3	CORE CURRICULAR PROGRAM NEEDS	Elevate School will provide all students with access to standards aligned curriculum and instructional materials for all disciplines. Annual purchases will be made as needed including consumables.	\$5,000	N
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.	\$52,000	N

Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 3: Parental Involvement & Family Engagement
- Priority 6: School Climate

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 1 Outcome	Current Difference from Baseline
18	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good			2024-25: Good	
19	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	<u>2023-24:</u> 9. 4 10.5 11.4 12.4			<u>2024-25:</u> 9. 5 10.5 11.4 12.4	

	<p>4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool.</p>				
20	<p>Parent participation in programs for UP & SWD. (Questions 1-4)</p> <p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	<p><u>2023-24:</u></p> <p>1. 4 2. 5 3. 5 4. 4</p>			<p><u>2024-25:</u></p> <p>1. 5 2. 5 3. 5 4. 4</p>
21	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness</p> <p>Source: Local Survey</p>	<p><u>2023-24:</u></p> <p>95% Sense of Safety 91% School connectedness</p>			<p><u>2024-25:</u></p> <p>>90% Sense of Safety >90% School connectedness</p>
22	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness.</p> <p>Source: Local Survey</p>	<p><u>2023-24:</u></p> <p>97% Sense of Safety 99% School connectedness</p>			<p><u>2024-25:</u></p> <p>>90% Sense of Safety >90% School connectedness</p>
23	<p>Other Local Measure - Staff Survey: Sense of</p>	<p><u>2023-24:</u></p> <p>80% Sense of Safety</p>			<p><u>2024-25:</u></p> <p>85% Sense of Safety</p>

	safety & school connectedness Source: Local Survey	98% School connectedness			>90% School connectedness	
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Goal Analysis for 2024-25

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

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Not applicable.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>Ensuring a safe, welcoming, and positive school climate is essential 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; exhibitions through student-led conferences showcasing their work during the year, that will deepen student engagement and motivation.</p> <p>Elevate will continue to promote cross-campus student activities and opportunities that promote school pride, engagement and community building.</p> <p>The School Safety Plan will be reviewed, revised and discussed staffwide including emergency drills that will take place, school supervision staff, implementation of Raptor Visitor Management System. Hearing and vision screenings will be provided as required by state law.</p>	\$302,858	N
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) <p>Interpreter services will be made available upon request.</p>	\$1,500	N
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT	<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>	\$59,808	N

	<p>ENGAGEMENT & PARTICIPATION</p>	<p>The Parent Education 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 and attendance.</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 <p>The Leadership Team & Parent Engagement Coordinator will host Military Coffees; Coffee/Dessert with the Directors; and host schoolwide events to bring families together (Family Art & STEAM Nights; Family Movie Night; and Family PE Days).</p> <p>Currently, Elevate School does not have a language group that meets the “15% and above” translation needs. All correspondence sent to families/guardians will be provided in English and translated upon request. Interpreter services will be made available upon request.</p>		
4	<p>MAINTAINING SAFE & CLEAN SCHOOL FACILITIES</p>	<p>Elevate School strives to provide all students and staff with safe and clean school facilities.</p> <p>Annually, Elevate School will complete the Facility Inspection Tool (FIT) report for each site. Results will be reported annually on the SARC, Local Indicators Report and LCAP. Issues and/or findings will be addressed in a timely manner.</p>	\$	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$436,107	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.82%	0%	\$	8.82%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 2	As measured by ELA and Math CAASPP assessments, English Learner, Low Income student declined academically. There is a need to strengthen academic interventions to improve academic outcomes and narrow achievement gaps.	Students will receive additional support from Rtl interventionists and Paraprofessionals that will provide tiered intervention through push-in and small group instruction. Students are identified based on universal screeners (see Goal 1, Action 1), and progress is monitored using these assessments Elevate uses an accelerated learning model for learning recovery resulting from the pandemic to address learning gaps resulting from military relocation, high transiency, and gaps in education. To narrow achievement gaps, an	The metrics that will be used to monitor effectiveness are: <ul style="list-style-type: none"> #1 CAASPP ELA Assessment: Distance from Standard (DFS) #2: CAASPP Math Assessment: Distance from Standard (DFS)

		<p>afterschool Response to Intervention (Rtl) Program will be piloted for students in grades 2-5.</p> <p>Students will utilize Achieve 3000, a supplemental online literacy intervention 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. Achieve 3000 allows for a systematic and flexible approach to measuring growth, forecasting performance, targeting instruction, and creating a culture of literacy that supports all students. In addition, Achieve 3000 supports students to continue to accelerate their literacy growth to be on track for academic success.</p>	
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Limited Actions

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

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

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

Not applicable

Additional Concentration Grant Funding

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

Not applicable

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