ELEVATE
SCHOOL

2021-22 LCAP

LCFF Budget Overview for Parents: Data Input

Local Educational Agency (LEA) name:	Elevate School
CDS code:	37-68338-0129395
LEA contact information:	Ryan Elliott relliott@elevateschool.org
Coming School Year:	2021 – 22
Current School Year:	2020 – 21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021 – 22 School Year	Amount
Total LCFF funds	$ 3,791,815
LCFF supplemental & concentration grants	$ 285,123
All other state funds	$ 486,253
All local funds	$ 337,066
All federal funds	$ 854,592
Total Projected Revenue	$ 5,469,725

Total Budgeted Expenditures for the 2021 – 22 School Year	Amount
Total Budgeted General Fund Expenditures	$ 5,363,130
Total Budgeted Expenditures in the LCAP	$ 4,108,077
Total Budgeted Expenditures for High Needs Students in the LCAP	$ 290,795
Expenditures not in the LCAP	$ 1,255,053

Expenditures for High Needs Students in the 2020 – 21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$ 235,555
Actual Expenditures for High Needs Students in Learning Continuity Plan	$ 268,903

Not for Inclusion with the Template

LCFF Budget Overview for Parents: Narrative Responses

LCFF Budget Overview for Parents Narrative Responses Sheet

Required Prompt(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General Fund Budget Expenditures for 2020-21 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits, operational supplies, general insurance costs, legal/audit fees, various non-instructional consultants, and administration fees.
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]
A prompt may display based on information provided in the Data Input tab.	[Respond to the prompt here; if there is no prompt a response is not required.]

Not for Inclusion in the Template

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Elevate School

CDS Code: 37-68338-0129395

School Year: 2021 – 22

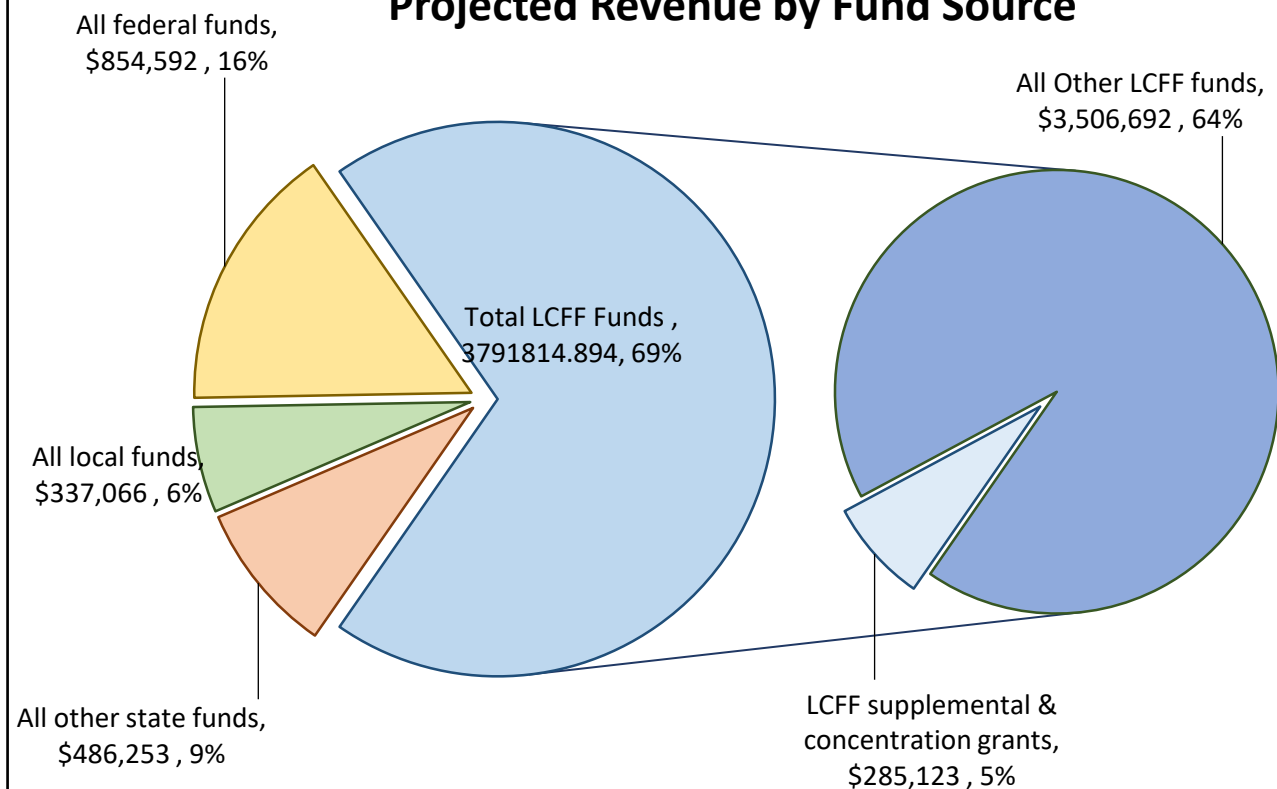LEA contact information: Ryan Elliott relliott@elevateschool.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

All federal funds, $854,592 , 16%

All Other LCFF funds, $3,506,692 , 64%

Total LCFF Funds , 3791814.894, 69%

All local funds, $337,066 , 6%

All other state funds, $486,253 , 9%

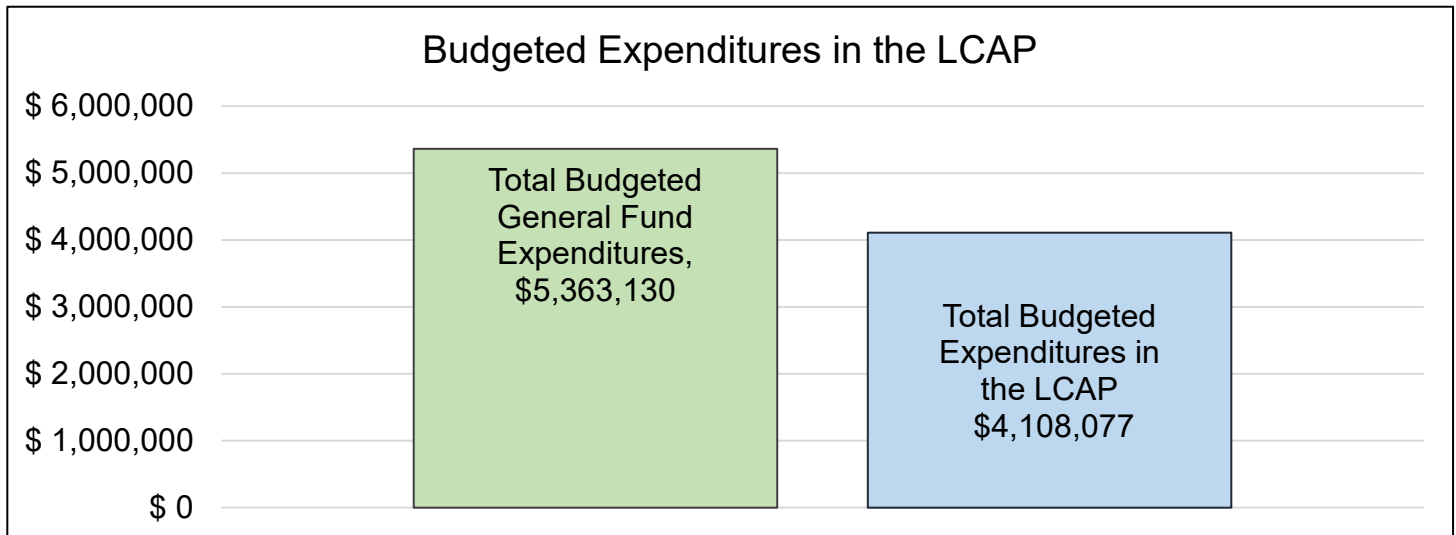LCFF supplemental & concentration grants, $285,123 , 5%

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

The total revenue projected for Elevate School is $5,469,725.33, of which $3,791,814.89 is Local Control Funding Formula (LCFF), $486,253.11 is other state funds, $337,065.80 is local funds, and $854,591.52 is federal funds. Of the $3,791,814.89 in LCFF Funds, $285,123.08 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $5,363,130	Total Budgeted Expenditures in the LCAP $4,108,077

(Bar chart: y-axis ranges from $0 to $6,000,000 in increments of $1,000,000. Green bar: Total Budgeted General Fund Expenditures, $5,363,130. Blue bar: Total Budgeted Expenditures in the LCAP $4,108,077.)

This chart provides a quick summary of how much Elevate School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Elevate School plans to spend $5,363,130.11 for the 2021 – 22 school year. Of that amount, $4,108,077.00 is tied to actions/services in the LCAP and $1,255,053.11 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
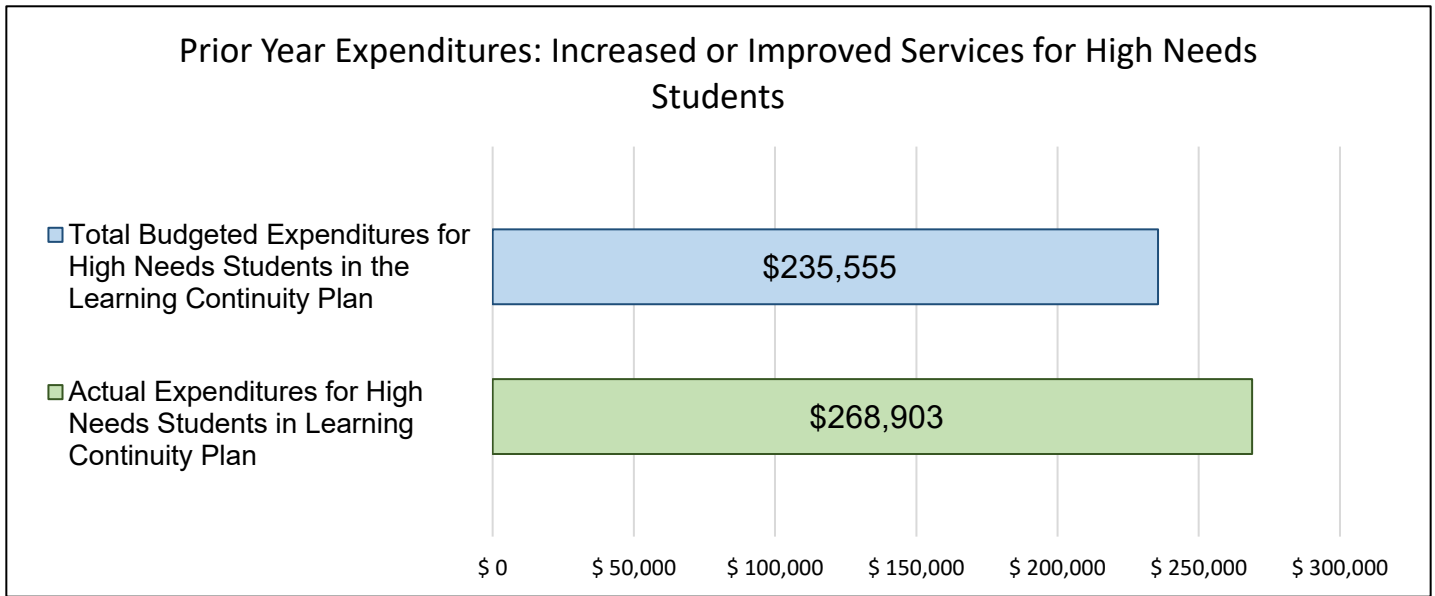
General Fund Budget Expenditures for 2020-21 not included in the Learning Continuity and Attendance Plan (LCP) consist of, but are not limited to, costs associated with school operations and programs, such as the following: Personnel salaries of teachers and auxiliary staff members, personnel benefits

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Elevate School is projecting it will receive $285,123.08 based on the enrollment of foster youth, English learner, and low-income students. Elevate School must describe how it intends to increase or improve services for high needs students in the LCAP. Elevate School plans to spend $290,794.73 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan: $235,555
- Actual Expenditures for High Needs Students in Learning Continuity Plan: $268,903

(Scale: $0, $50,000, $100,000, $150,000, $200,000, $250,000, $300,000)

This chart compares what Elevate School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Elevate School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Elevate School's Learning Continuity Plan budgeted $235,555.13 for planned actions to increase or improve services for high needs students. Elevate School actually spent $268,903.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

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

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Continue to develop 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; in order to tailor intervention programs for all subgroups.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 5

Local Priorities: 1

Annual Measurable Outcomes

Expected	Actual
Facility Inspection Tool Report: Score of "Good" or better. Tierrasanta & Serra Mesa Sites	2019-20: Good

Expected	Actual
ELA CAASPP Scale Score Distance from Level (DFL) 3: Maintain >+50 points above DFL3	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Math CAASPP Scale Score Distance from Level (DFL) 3: Maintain >+50 points above DFL3	CAASPP Assessments were not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Attendance Rates >95%	2019-20: 96.3%
Chronic Absenteeism Rates by 0.5% annually	2019-20: 4.3%
CA Science Test (CAST): Grade 5	CA Science Test was not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFF TO SUPPORT SCHOOL'S PROGRAM Elevate Elementary will employ a total of 14 teachers that will be appropriately credentialed and assigned and a Principal Elevate Elementary will provide a longer school year, and instructional minutes that exceed CA State Requirements as outlined in the following chart. <table><tr><td colspan="5">INSTRUCTIONAL TIME REQUIREMENTS</td></tr><tr><td></td><td>DAYS</td><td>K</td><td>1-3</td><td>4-5</td></tr><tr><td>CA REQURED:</td><td>175</td><td>36,000</td><td>50,400</td><td>54,000</td></tr><tr><td>ELEVATE</td><td>178</td><td>59,455</td><td>54,800</td><td>54,800</td></tr><tr><td>DIFFERENCE</td><td>+3</td><td>+23,455</td><td>+4,400</td><td>+800</td></tr></table>	$1,053,734 LCFF Base: $925,287 Federal Impact Aid: $128,447 (Teachers, Benefits) 1000s, 3000s	$1,054,052

Elevate Elementary will provide all students with 3 additional days of instruction that includes 23,455 additional instructional minutes for Kindergarten; 4,400 for grades 1-3; and - n additional 800 instructional minutes for grades 4-5; that exceed the CA state requirement. In addition, our teachers will participate in 8 days of intensive Summer Professional Development for returning teachers; 3 days of Leader in Me Coaching; 3 non-instructional during the academic year; weekly PLC; and monthly professional development.		
ASSESSMENTS Elevate Elementary staff will implement multiple types of assessments in order to monitor each student's academic progress; identify their strengths and needs in order to modify instruction; and identify the type of academic intervention needed. • i-Ready Math Assessments • Fountas & Pinnell • Illuminate ELA & Math Benchmarks • On-Demand Writing Performance Tasks In addition, Elevate Elementary students will participate in the following state-mandated assessments: • ELPAC: Initial & Summative for ELL • CAASPP: ELA & Math – Grades 3-5 • CA Science Test: Grade 5 • Physical Fitness Test (PFT): Gr. 5	$16,180 Lottery 4000s	$24,960
STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTIONS: Elevate Elementary will continue to strengthen its academic interventions to align with core instruction; and grade level content, findings from assessments to ensure all students including unduplicated students, are on track towards grade level mastery, in order to narrow the achievement gaps.	$236,718 LCFF S/C 1000s, 3000s, 4000s	$176,703

The Director of Instruction will facilitate and lead evidence-based professional development, and provide teachers with instructional coaching, through classroom observations, and feedback, that will be ongoing throughout the school year. Our students will receive additional academic support by the RtI Support Staff (teachers) at each site, during the instructional day. Elevate will provide a Universal Access Block to provide additional academic support for 30 minutes daily In addition, our school will utilize the following web-based intervention programs for students who struggle academically: • Measuring Up (supplemental) • Achieve 3000/Smarty Ants • RAZ Kids • i-Ready Math The Academic Task Force Data Committee will review and analyze student achievement data and monitor student progress.		
STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION: Elevate Elementary will continue to implement a comprehensive suite of services to meet the social-emotional and behavioral needs of our students. The School's Counselor will provide social-emotional and behavioral support; and a school Nurse as case manager. The Counselor and/or Counseling Interns, will lead Friendship Groups, specifically for students of military families who are undergoing transitions. The Friendship Group will rotate every 8 weeks. The Counselor will also lead the Second Step Character Education lessons twice per month, in each classroom that will be paired with the 7 habits program. The Dean of Students will coordinate RtI support and leadership development. Elevate Elementary will continue to implement the Leaders in Me Program/7 Habits (Student workbooks), led by the Counselor. Our teachers will continue to	$181,500 LCFF Base 1000s, 3000s, 4000s	$240,865

receive professional development on the Leader in Me. Elevate will partner with Travis Manion Foundation that will provide mentoring services for our students.		
FACILITIES The following actions are essential in order to provide all students, and staff with a safe, clean, and well maintained school site: • Facility Site (leasing costs) for 2 sites • Provide maintenance including repairs and upgrades • Administer annual Facility Inspection Tool (FIT) report	$356,031 LCFF Base: $120,478 Federal Impact Aid: $221,553 (Facility Costs) 4000s, 5000s	$371,411
STAFFING, SERVICES & PROGRAM TO SERVICE SWD: El Dorado Charter serves as Elevate's SELPA Provider. The SPED Coordinator will be responsible for developing; implementing and monitoring quality student-centered Individual Education Plans (IEPs) including documentation and adherence to requirements and timelines, staffing and contracted services. Elevate School's program will provide improved outcomes and close the achievement gap for students with disabilities, and will coordinate, design, and provide for specialized and age-appropriate programs, services and supports for students. Program services will include providing Special education teachers, Instructional aides and support staff. Elevate School's SPED Coordinator will provide quality professional development opportunities for both certificated and classified staff to build capacity in providing high quality instructional opportunities for students with disabilities and administrator support training focused on understanding and leading high quality Individual Education Plans (IEPs) and translating those IEPs into high quality rigorous instruction for students with disabilities.	$333,919 SPED: $259,019 (Teachers, Aides, Consultants, Benefits) LCFF Base: $74,900 1000s, 2000s, 3000s, 5000s	$379,196

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 2: state mandated assessments were not administered as a result of the Governor's Executive Order suspending state mandated assessments

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Approximately 41% of students at Elevate Charter School are Unduplicated Pupils (English Learners, Low-income, Foster Youth). The following is a description of the additional services our school provided to meet the needs of our Unduplicated Pupils (UP). The Leadership Team in collaboration with support staff communicated regularly to assess and document student needs and ensure appropriate supports and resources were provided in a timely manner.

For English Learners (EL): The EL teacher provided synchronous designated ELD instruction and academic support through; small group reading instruction during weekly Zoom meetings; and during weekly office hours. Teachers provided integrated ELD; and additional office hours for academic support, small group instruction and guided reading. The EL teachers and classroom teachers provide translation services to non-English speaking families.

The Office Manager was the designated homeless and foster youth Liaison. Currently, our school does not have any students identified as homeless and/or foster youth.

For Unduplicated Students: Elevate staff communicated with families at least weekly to assess and address their needs; and ensure all students had access to a technology device, internet service, were able to access virtual learning platform and resources, and were provided with updates on school and community resources including pandemic EBT. Our Technology Coordinator created "how-to" training videos to support families with accessing online materials.

Academic support was provided by all teachers including the EL teacher during office hours, upon request, and during small group and guided reading and math instruction.

Our Counselor provided social-emotional support and hosted grade-level Virtual Friendship Connect Groups daily. These groups were held via Zoom meetings to address social-emotional challenges, and a platform for students to connect with peers through games, social-emotional activities, and to discuss the Habit of the Week. The goal was to encourage students to continue to grow in confidence, self-control, friendship skills and leadership skills.

On March 16th, students/families were provided with optional learning opportunities, and were sent home with extended learning texts, packets, and instructional materials were primarily online, while our staff prepared for the transition to schoolwide Distance Learning. On April 6th – Elevate teachers provided all students with synchronous and asynchronous instruction using Google Classroom, Zoom meetings, and various web-based applications. Each teacher had set-up an Edlio Course Webpage that outlined a daily schedule, assignments and expectations.

As a result of Distance Learning modifications were made to the delivery of asynchronous and synchronous instruction to virtual learning. Physical Education and STEAM Program was offered weekly in order for student to continue physical activity and learning. No courses were eliminated as a result of distance learning. And End of year, highly organized, Spirit Day Extravaganza took place as a drive-thru event. This was an opportunity to distribute student belongings, for students to return their devices, and for a quick drive-by photo.

For Students with Disabilities: Education Specialists supported teachers and students with Distance Learning by providing modifications/accommodations and small group instruction for students with IEPs. Teachers utilized Illuminate to teach guided lesson; and differentiated instruction through distance learning. The SPED Team provided instruction and supports using Zoom meetings; including small group instruction; individual instruction to meet the student's learning needs and IEP goals.

Academic support was provided by all teachers during office hours, guided reading and guided math instruction and during small group instruction via Zoom meetings.

Our Counselor provided social-emotional support and hosted grade-level Virtual Friendship Connect Groups daily. These groups were held via Zoom meetings to address social-emotional challenges, and a platform for students to connect with peers through games, social-emotional activities, and to discuss the Habit of the Week. The goal was to encourage students to continue to grow in confidence, self-control, friendship skills and leadership skills.

Goal 2

Provide all students with high quality instruction with a rigorous Common Core (ELA/ELD, Math, NGSS) aligned curriculum in a STEAM-Project-based learning environment that includes writing across the curriculum, and providing relevant learning experiences that encourages student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: 1, 2, 7

Annual Measurable Outcomes

Expected	Actual
Implementation of academic content standards will improve to "Full Implementation" (Level 4) or "Full Implementation and Sustainability" (Level 5) for all students, including access for English Learners, as measured by the Local Indicator rubric.	**OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS** |	2019-20
ELA	5
ELD	5
MATH	5
NGSS	5
HISTORY	5
HEALTH	5
PHYSICAL ED.	5
VAPA	3	
% EL who progress in English Proficiency as measured by ELPAC	Fall 2019 CA Schools Dashboard: 83.3% (Very High)
English Learner Reclassification Rate:	2019-20: 20%
% Students including Unduplicated Pupils & SWD that have access to broad course of study beyond core: STEAM, PE & ArtCorps	2019-20: 100%

Increase % of Grade 5 Students meeting 6 of 6 HFZ Areas on PFT:	PFT was not administered due to the Governor's Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic
% Students who have access to standards-aligned curricular/instructional materials: 100%	2019-20: 100%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
PROFESSIONAL DEVELOPMENT Elevate Elementary will provide all teachers with evidence based professional development aligned to the CA State Standards, school's mission and educational program and targeted to meet the needs of our students. Areas of focus include: • i-Ready Math Curriculum • Leader in Me: Empowering Instruction; setting and monitoring Wildly Important Goals (WIGS) Coaching. • Illuminate Assessments • GLAD Strategies • Restorative Justice. Additionally, all teachers will participate in: • Summer PD: 8 days for returning teachers • Bootcamp: 3 days, Leader in Me with Coach • 3 Non-instructional Days during the school year (Data days, writing prompt, calibrating writing with rubrics) • Monthly during the Academic Year: • Weekly PLC: Grade level • Peer Observations: 3 times/year • School leadership will visit high performing schools	$30,250 LCFF Base 5000s	$14,243

ELD PROGRAM Elevate Elementary will continue to review and revise its EL Master Plan to align with the shift to the ELPAC; CDE/SBE Reclassification criteria, ELD Standards, in order to ensure that all ELs receive appropriate, adequate and targeted ELD designated and integrated instruction. EL students will receive designated ELD instruction by the ELD Teacher, who will also administer ELPAC assessments.	Staff Time Goal 1, Action 1	$0
CORE & SUPPLEMENTAL CURRICULUM TO BE PURCHASED: Every student has access to standards-aligned curriculum. Elevate Elementary plans to purchase i-Ready Math curriculum.	$13,150 LCFF Base 4000s	$1,305
TECHNOLOGY Elevate Elementary School has successfully implemented a 1:1 student to device ratio, and teachers utilize Google Apps for Education (GAFE). Annually, the Director of Informational Technology will conduct a needs assessment based on instructional and curricular needs. Purchases will be made based on the needs assessment.	$14,000 LCFF Base 4000s	$46,469
COURSE ACCESS: In order to prepare all students for the careers of the 21st century, it is critical that our school provide students with access to a broad course of study in various disciplines, which include: • STEAM classes for all grades • Physical education instruction • Monthly ArtCorps lessons	$15,000 Fundraising & LCFF Base 5000s	$112,139

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Action 4: As a result of the transition to distance learning in Mid-March there was a need to purchase additional technology devices and wi-fi hotspots not previously budgeted for.

- Action 5: Additional costs for a PE teacher and STEAM teacher, rather than having elementary teachers provide PE & STEAM instruction.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. This led Elevate's Administrative team to develop a School Distance Learning Plan that addressed: continued Instruction using Online Learning Platforms, clearly outlined the staff shift in roles and responsibilities, identify Professional Development needs, technology needs assessment/plan, schoolwide expectations and methods of communicating with students/families.

Professional Development for teachers included the implementation of Zoom meetings for synchronous instruction, Edlio course webpage, Google Classroom, and Illuminate. Google provides numerous tutorials for setting up and teaching effectively using Google Classroom.

Elevate's needs assessment included identifying student needs with the transition to Distance Learning including but not limited access to technology, Internet service, food/groceries, clothing, etc. A survey was administered, and staff also contacted families to identify needs including technology, access to internet service, food/meals, and identify other needs families had. Technology devices were distributed starting the week of March 26th. Approximately, 50% of families required technology devices; and 99% stated they had access to reliable internet service at home.

Goal 3

Engage parents as partners through education, communication, and collaboration to provide students with a safe, welcoming and inclusive, positive learning environment to ensure students are in class ready to learn.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 6

Local Priorities: 3, 6

Annual Measurable Outcomes

Expected	Actual
Parents will have input in decision-making: Lighthouse Team; Parent Board Members	2019-20: Outcome Met
Provide parent participation opportunities including Parents of Unduplicated students, and Students with Disabilities.	2019-20: Outcome Met
Maintain Suspension Rates <2%	2019-20: 0.9%
Maintain Expulsion Rates <1%	2019-20: 0%
Increase parent participation rate on parent survey:	2019-20: 78%
Increase student participation rate on student survey: >90%	2019-20: 100%
Increase participation rate on staff survey:	2019-20: 88%

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE STUDENT ENGAGEMENT, A POSITIVE SCHOOL CLIMATE & PROVIDE SAFE SCHOOL ENVIRONMENT:	Staff Time; Goal 1 Action1	$4,231

Elevate Elementary will implement the following: • Field trips that provide experiential learning opportunities for students. • Student access to clubs/organizations • Provide Leadership Opportunities: Leader in Me – Winter & Spring Exhibitions; students present their culminating PBL project • Leadership Day: Students showcase the school to the community • Student-led conferences • Student-led tours • Leadership Team will annually review, revise and implement the Comprehensive School Safety Plan • Annually administer the parent, staff and student evidence-based survey.	$2500 LCFF Base 5000s	
METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: In order to promote and elicit parent input in decision-making, Elevate Elementary will host and facilitate ELAC Meetings during the school year with annual elections to include parents, and Principal. Parents also have the opportunity to serve on the school's board. During the school year ELAC will provide input/feedback on the LCAP Actions/services and monitor annual measurable outcomes. This is an opportunity for parents and community members to provide input on student programs and the allocation of Public School Funds.	No costs associated with item.	$0

OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION:
 	
Elevate Elementary will provide all parents (including unduplicated and Students with Disabilities) with numerous opportunities to engage as partners in their child's education. These forums include:
 	
• Volunteer opportunities
• Host parent workshops:
    o 7 Habits
    o Common Core Standards
	Staff Time Goal 1, Action 1
	$500
	LCFF Base
	5000s
		$508

o Culturally Responsive Classroom o Family Math Night • Administer an annual parent survey to measure sense of safety, and connectedness. • Host monthly Coffee with the Principal to provide families with schoolwide updates • Host Family Nights, which includes Student Exhibitions; and Back to School Night.		

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

No substantive differences.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

On March 4, 2020, Governor Gavin Newsom declared a State of Emergency to help the state prepare for broader spread of COVID-19. This led Elevate's Administrative team to develop a School Distance Learning Plan that addressed: continued Instruction using Online Learning Platforms, clearly outlined the staff shift in roles and responsibilities, identify Professional Development needs, technology needs assessment/plan, schoolwide expectations and methods of communicating with students/families.

Elevate administered an initial survey to families to gather input and feedback on the amount of coursework, ease of accessing online materials and to identify the most effective method of instruction, which led to the "must do/may do" focus for all grade levels.

Elevate administered a parent survey to gather input/feedback on our Distance Learning program and identify strengths and areas for growth.

Parent survey results are as follows:

• 94% agreed Distance Learning allowed their child to continue their learning

• 92% agreed their child was able to access learning

• 70% agreed their child had an appropriate amount of learning opportunities to work on daily/weekly.

• 93% agreed their child's teacher was responsive when the parent contacted them with a question/concern.

74% agreed their child had an appropriate number of Zoom meetings each week.

- 43% agreed their child was able to complete their assignments without support from their parents.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- Executive Director, Teachers (16)	$1,262,677	$1,599,726	Y
Health and Safety- PPE equipment, janitorial supplies and staffing (CINTAS), Single desks purchase (Virco)	$71,737	$87,051	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Elevate School provided a total of 178 Instructional days, that exceeded SB98 requirements of 175 instructional days. All teachers participated in 11 days of intensive Summer Professional Development, and 3 non-instructional days during the academic school year for professional development to support teachers with the implementation of distance learning, including strategies to increase student engagement and participation in distance/virtual learning, including strategies to support English learners and Students with disabilities.

*As a result, 15% of salaries were funded with LCFF S&C funds (Contributing).

Otherwise no substantive differences.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The transition to hybrid/blended (combination of in-person and distance learning) took place in several phases this past academic year:

- October 19th – Elevate opened to provided hybrid instruction for all students in grades K-6. Approximately 65% of students/families opted for hybrid instruction: 35% opted to continue in distance learning.

- December 3rd – as a result of the County's surge in COVID rates all students transitioned to distance learning until February 19th

- February 22nd Elevate re-opened providing 3 days of hybrid instruction (3 days per week in-person, remainder distance learning) for grades K-5. However 6th graders were onsite 4 days per week.

- On April 25th – onsite instruction was expanded to 4 days per week

Overall 85% of our students participated in hybrid/blended instruction; with 15% who opted to remain in distance learning.

Other success with hybrid instruction includes: providing students with in-person with high level of student engagement. The attendance rate this school year has been 98%. Our highly dedicated teachers and staff have worked incredibly hard to provide rigorous and intensive instruction to accelerate student learning, scaffolded to meet the diverse learning needs of our students.

Challenges with in-person/hybrid instruction/blended learning were scheduling and planning logistics with our educators since both hybrid instruction and distance learning were taking place and our goal was to provide equitable services for all students across multiple school sites. Other challenges include a shortened instructional day compared to Pre-COVID school days; providing small group instruction, and the need to add additional support staff to serve our students in multiple learning platforms (in-person/blended and distance learning) across multiple school sites. Another challenge was having to add an additional Kindergarten teacher so that 100% of our Kindergarten students participated in blended learning 4 days of in-person instruction (onsite).

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instruction- SPED Program and Services	$85,843	$426,502	N
Instruction- Director of Instruction & Peer Instructional Coach	$150,685	$159,572	Y
Instruction- 3 elective teachers/RTI	$134,707	$82,593	N
Technology- laptops, tablets, Wi-Fi/internet, IT	$55,577	$149,968	N
2 Flex Facilitators (Sampson, Smith) who were hired for the October-February time window to support students learning from home - temporary positions	--	$26,826	N
Hired two additional in-person support for on campus	--	$	

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Elevate incurred additional expenses (noted above) not previously identified in the LCP which includes the following:

- 2 Flex Facilitators (Sampson, Smith) who were hired for the October-February time window to support students learning from home - temporary positions

- Hired two additional in-person support for on campus

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school's 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: Elevate developed a Distance Learning 2.0 Plan based on parent feedback and what we learned worked best for students' academic growth from Spring 2020. Based on that feedback, improvements were made including consistent Google Classroom layouts across all grades so parents with multiple children could easily navigate the learning platform, providing weekly assignments and schedules ahead of time, and ensuring students had more opportunities for engagement with their classmates. Students in Distance Learning utilized online learning platforms and lessons were assigned through Google Classroom (GC). Students were engaged in standards-aligned lessons, learning activities, and enrichment classes. Enrichment included: Social Emotional Learning (SEL)- daily, Physical Education (PE)- twice weekly, and STEAM- once weekly. Lessons (whole group and small group) were shared through Zoom, and students interacted with their teachers and peers through Zoom. For those needing additional supports, teachers held office hours at scheduled times throughout the week and students were able to receive in-person academic supports for RTI, ELD.

Teachers provided small group instruction for students who were struggling, and after school office hours for added academic support.

- Challenges: As a result of our comprehensive distance learning model there was a need to add additional support staff which was a challenge; including identified student behavioral issues perhaps due to a lack of socialization in 5th and 6th grade students. This was one of the primary reasons to shift to blended learning as soon as it was safe to do so.

Access to Devices & Connectivity:

- Successes: Access and Equity are key values in the Elevate learning community. Elevate was committed to ensuring that every student had full access to the distance learning program. Elevate employed a needs assessment to ascertain the technology needs of students and families. Based on the results, the school deployed devices to families during Distribution Days (8/28, 8/31) prior to the start of the school year. 100% of students were provided with a device. 100% of families report full connectivity at home. In addition to providing technology tools, all students received math workbooks and Leader in Me workbooks, as well as various school supplies specific to grade level learning needs, such as whiteboards, math manipulatives, notebooks, extended texts.

- Challenges: Despite providing devices & Wi-Fi hotspots some students struggled with participating in daily instruction consistently on time.

Pupil Participation & Progress:

- Successes: Elevate established systems to assess student progress, measure participation, and determine time value for student work. Elevate developed student schedules and structures for a minimum of 240 daily instructional minutes for grade 1-6 and 180 minutes daily for Kindergarten. Elevate measured student progress through live contacts with students and synchronous instructional minutes.

Student participation was evaluated by teachers and documented daily in the school's student information system. Elevate measured time value of student work through calibrated protocols developed by grade level instructional teams. Assignments were submitted via Google Classroom (GC) and teachers provided students with timely feedback on work quality.

- Challenges: Besides the amount of work required for documenting participation, progress and attendance for each student there were no challenges.

Distance Learning Professional Development:

- Successes: Elevate developed a Professional Learning Plan based on stakeholder feedback, key learnings from Spring 2020 distance learning, and the 2020-2021 guiding principles that shape this plan: Safety, Equity, Academics, and Social Emotional Connection. Elevate staff participated in a Teacher Retreat and a Teacher Preparation Week prior to the start of the school year. Teachers participated in continued professional development twice weekly throughout the school year.

- Challenges: There were no challenges with distance learning professional development.

Staff Roles & Responsibilities:

- Successes: Our staff collaborated to address the needs of our students/families this past year. For some staff, roles were repurposed to address additional needs with distance learning and hybrid instruction.

- Challenges: with the transition to blended learning and to provide high quality instruction there was a need to hire additional support staff.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

Successes include:

- For EL: Our EL population received consistent support throughout DL by our EL teacher. Teachers continued providing creative speaking and listening language opportunities for our EL students to interact with their peers on zoom through creative discussion strategies. 73% of our EL students made typical average growth in the i-Ready reading diagnostic by the end of year and 86% made typical average growth in math.

- For SWD: We had several SPED students who were able to be more successful during DL because they had minimal distractions in a classroom, and they responded well to using technology as a learning tool. Additionally, classroom teachers and SPED teachers spent a lot of 1:1 or small group time with them each afternoon, so they were still able to develop strong relationships with their teachers. Once students returned to blended learning, strong relationships had been established and students were able to feel successful and safe with their teachers and peers. In our end of year i-Ready reading diagnostic, 98% of SPED students made typical average growth, and 94% made typical average growth in math.

Challenges include:

- For EL: Technology was a challenge early on in DL due to language barriers with parents and helping students and parents understand how to use the technology. As we moved further into DL and they became more proficient with technology, but communication with parents continued to be a challenge. Minimal in person interactions kept EL families from engaging to the degree we would have liked, and students spent less time in the classroom environment being exposed to the English language through academic and casual interactions

- For SPED: The greatest challenges for SPED students in DL was that of keeping pace and focus. Needing extra support during lessons from either the teacher or SPED push-in made it challenging for our SPED students to keep pace with the rest of the class. They received extra support from support staff members during Zoom sessions, and then were supported by SPED provider and teacher office hours in the afternoon, but they missed the immediate supports available in a typical classroom environment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum & Instructional Supports-Achieve 3000/Raz Kids	$40,001	$23,437	N
Data & Assessments- Illuminate, i-Ready, F&P, Educlimber data instrument tool	$ 12,141	$22,392	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: Our teachers and support staff implemented a successful systematic RtI program to identify academic, social-emotional and/or behavioral issues and provide resources to support our students. With the transition to blended learning (hybrid instruction) additional support staff were hired including Flex facilitators. Additional intervention, and small group instruction was provided to students who struggled academically in distance learning. RtI Intervention staff also provided Tier 2 support for students with identified learning loss and learning gaps.

- Challenges include: include some of our young-aged students do not have a stay-at-home parent (or consistent adult) that can facilitate learning and ensure the student was logged on and participating daily. Distance learning for young, aged children was very challenging both for the school and parents; and this is a primary reason these students were targeted for blended learning.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include: Our teachers and support staff implemented a successful systematic RtI program to identify academic, social-emotional and/or behavioral issues and provide resources to support our students. SEL strategies were embedded in daily instruction to increase student engagement, including ongoing communication with families and recognizing exemplar behaviors and practices.

- Challenges include: students who were new to Elevate, it was difficult to build connection while in distance learning, this was another reason our staff designed a robust blended learning program.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach: In addition to daily synchronous instruction, teachers conducted at a minimum weekly check-ins with students and provided office hours and small group instruction. Students who were disengaged and/or absent were contacted by their teacher, and/or support staff to identify root cause and/or implement tiered reengagement strategies the same day if not within the hour. Chronic absenteeism rate for this year declined to 2%.

- Successes with parent engagement: Our entire staff collaborated and communicated with families on a consistent basis to ensure student/parent needs were being met, and implemented SEL activities and practices to support families.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

- Challenges include: Zoom fatigue, families and students feeling isolated, and fearful because of the pandemic, job insecurity, food insecurity and health issues.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

There were no identified challenges with the implementation of the school nutrition program for the 2020-21 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Social Emotional Support & School Culture	Counselor (25% Gen-Ed) & Dean of Students (school culture)	$100,824	$107,090	Y
School Nutrition	School Lunch Coordinator	$7,194	$71,082	N

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: continue to revise the school's safe re-opening plan and school safety plan in adherence to state and local county health department guidelines, and provide training for the entire staff, students and families to ensure a safe and healthy learning environment.

- Distance Learning: Elevate we will incorporate effective tools and applications to in-person instruction for the 2021-22 school year.

- Monitoring and Supporting Mental Health and Social-emotional Well-Being: The Dean of Students at each of the 2 sites will continue integration of the Leader in Me/7 Habit Program schoolwide and at the classroom level. Elevate will also continue implementation of Second Step SEL curriculum.   .

- Student Engagement: With the return to full in-person instruction there is a need to provide students with experiential learning opportunities, electives, physical education/activities, and field trips to maintain student engagement and improve student learning.

- Family Engagement: Elevate School staff have developed strong relationships with families over the past year with ongoing and consistent communication using various platforms.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Elevate School has implemented the following cycle of assessments that will be incorporated in the school's 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- i-Ready Reading & Math Assessments (K-7); 3 times/year

- Illuminate assessments

- Fountas & Pinnell BAS Assessments (K-5)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update sections.

Overall Analysis of the 2019-20 LCAP and the
2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Continue to implement i-Ready assessment (universal screener and monitor student progress)

- Continue to implement Fountas & Pinnell BAS Assessments

- Continue to strengthen and expand RtI services (RtI Coordinator, RtI Interventionists

- Implement EduClimber data management tool – RtI/MTSS

- Additional TOSA to provide academic support and assist RtI teachers

- Dean of Students for the Serra Mesa and Middle School campuses to continue integration of Leader in Me/7 Habits

- Continue to provide Instructional Coaching for our teachers – Director of Instruction

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

Annual Measurable Outcomes

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Actions/Services

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,
    - Pupil Participation and Progress,
    - Distance Learning Professional Development,
    - Staff Roles and Responsibilities, and
    - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

    To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

- o As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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 2021-22

General Information

A description of the LEA, its schools, and its students.

Elevate School serves approximately 366 students in grades TK-6 with the following demographics: 37% White, 27% Hispanic, 15% 2+ Races, 14% African American, 3% Asian, 3% Filipino, 13% Students with Disabilities (SWD), 10% English Learners (EL), and 38% Socioeconomically Disadvantaged (SED). Currently, Elevate does not have any students identified as Foster Youth (FY) or Homeless Youth (HY). Elevate will expand by one grade level and serve TK-7 in the 2021-22 school year.

MISSION

Elevate School equips tomorrow's global innovators by inspiring students to be excellent in academics, exceptional in leadership and extraordinary in creativity.

From the mission statement flow 6 guiding principles that serve as a framework for Elevate's entire educational plan.

- Guiding Principle #1: Students at Elevate School will excel academically, building strong competencies in all core subjects and continually improving individual "bests," regardless of skill level.

- Guiding Principle #2: Students at Elevate School will be exceptional leaders, adept at working independently and interdependently as they understand and apply the "Seven Habits of Highly Effective People."

- Guiding Principle #3: Students at Elevate School will develop their innate personal creativity in problem-solving in various disciplines so as to increase capacity for original thought and innovation.

- Guiding Principle #4: Students at Elevate School will cultivate a love of learning as they are equipped with the skills to be self-motivated, competent, life-long learners.

- Guiding Principle #5: Students at Elevate School will understand their citizenship in the global community and how that impacts their everyday life.

- Guiding Principle #6: Elevate School will provide an outstanding and distinctive intellectual, social and physical environment in which learning will flourish and all students and staff will reach their potential.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The following chart reflects Elevate School's Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor's orders to suspend state testing, the CDE has not released a School Dashboard since 2019.

We are proud of our collective ability to maintain high engagement throughout the pandemic, providing high quality instruction both in Distance Learning and in-person modalities.

In the middle of the 2020-21 school year, Elevate implemented an Engagement Academy for a small number of students who were less involved during online learning. This proved to be very beneficial both for student learning and parent partnerships for those students who participated.

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Green	Green	None	None	Green	Blue
English Learners	None	Blue	None	None	None	None
Foster Youth	None	None	None	None	None	None
Homeless	None	None	None	None	None	None
Socioeconomically Disadvantaged	Green	Orange	None	None	Green	Blue
Students with Disabilities	Green	Yellow	None	None	None	None
African American	None	None	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Green	Yellow	None	None	Blue	Blue
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Green	Green	None	None	Green	Blue
Two or More Races	Blue	Blue	None	None	None	None

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Elevate has identified maintaining high attendance and engagement rates as a key priority for the 21-22 school year. To this end, Elevate is adding a Parent Engagement Coordinator, who will work with the leadership team and teachers to support families whose students struggle in these areas.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Elevate School continues to strengthen its Multi-tiered System of Supports (MTSS)/RtI. MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school's system for supporting students. This comprehensive framework focuses on the Common Core Sate Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students' academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers.

MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.

LCAP Goals were revised to reflect an equity lens and key areas of focus for Elevate School.

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

- Goal #2: Provide all students with high quality rigorous Standards-aligned curriculum and a STEAM-Project-based learning environment that promotes writing across the curriculum, with relevant learning experiences that elicits critical thinking and problem-solving skills.

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

Elevate School has developed its 2021-22 LCAP that will also serve as its SPSA, that meets the stakeholder engagement requirements outlined in CA EC 65001(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) – if applicable for Elevate
- Providing written response to each of the committees regarding their comments

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 has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Support for Identified Schools

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

Elevate has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Monitoring and Evaluating Effectiveness

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

Elevate has not been identified for Comprehensive Support & Improvement; therefore, this section does not apply.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

The following chart provides a timeline of our school's stakeholder process and engagement including strategies to seek input and engage stakeholders and consultation process for the LCAP, and AB86 ELO Grant.

Elevate School engaged and consulted with the following stakeholders throughout the 2020-21 academic school year, with the development of the 2021-22 LCAP incluidng the LCAP goals, actions and services. Elevate School also adheres to CA EC 65001(j) and incorporates Title Funding in its LCAP. This chart provides a snapshot of the frequency and type of communication including stakeholder type that took place this academic school year 2020-21. Meetings took place virtually per the Governor's Executive Order N-26-20, and to ensure health & safety guidelines. The engagement of stakeholders is critical to our school's LCAP development, identification and analysis of needs, developing annual growth targets and in the reflection process of what worked, areas for growth, and maximizing resource allocation and the success of our school, students and educational program.

DATE(S)	STAKEHOLDER TYPE	TOPIC(S) DISCUSSED	METHOD OF INVOLVEMENT
9/24/0202	Staff	Reopening considerations/questions	Zoom meeting
9/29/20	Governing Board	Phase 2 reopening plan	Board Meeting
9/29/20	Parents/families	Parent TownHall re Phase 2 reopening plan	Parent webinar (Zoom)
11/6/20	Parents	Student learning/safety	Lunch with the Director (Zoom)
12/3/20	Governing Board	Temporary pivot to DL	Board Meeting
12/4/20	Parents	Student safety	Lunch with the Director (Zoom)
2/3/21	Governing Board	Transition back to in-person/phase 2 learning	Board Meeting
3/5/21	Parents	Update/input re increaseing amount of in-person learning time for studnets	Lunch with the Director (Zoom)
4/9/21	Parents	Update re transition to increase in in-person learning days this month	Zoom Meeting
4/30/21	Parents	LCAP Goals for 21-22; Parent Survey coming next week	Zoom Meeting
5/7/21	Parents	School Climate/Program Survey	Survey
5/18/21	Staff	School Climate/Program Survey	Survey
5/25/21	Parents	ELO Plan Overview, parent input, EOY and next year plans	Lunch with Directors (Zoom Meeting)

A summary of the feedback provided by specific stakeholder groups.

During the 2020-21 school year, members of our staff/Leadership Team consulted with stakeholders to discuss components of our LCAP on a regular basis and the following reflects their feedback by stakeholder group:

- Administrators/Leadership Team: would like to continue to strengthen MTSS/RtI Support Staff - academic, and social-emotional supports, and provide Instructional Coaching.

- Teachers indicated there was a need to continue to provide and expand services (RtI) for identified students, to include RtI Support Staff to address gaps in education (ELA & Math)

- Staff and Instructional Support staff indicated the need to address SEL needs across school sites (with the expansion to K-7)

- Parents including PAC, & ELAC indicated they were concerned with learning loss, and addressing SEL needs.

- Students indicated they want recess, physical education, field trips, and opportunities to interact with peers.

- Elevate School consulted with its SELPA (El Dorado Charter SELPA) and no additional changes were needed.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The input of stakeholders has been instrumental in the development of our school's Learning Continuity and Attendance Plan, School Plan for Student Achievement, and the development of the 2021-22 LCAP including the revision of the LCAP goals. We took all feedback into consideration and have been embedded in the LCAP Actions & Services for the 2021-22 school year. They include but are not limited to:

- Universal Screeners RtI: Goal 1, Action 2 (i-Ready)

- Academic supports/RtI Support Staff: Goal 1, Action 3

- Reading support program (Achieve 3000): Goal 1, Action 3

- Dean of Students – lead integration of Leader in Me/7 Habits: Goal 1, Action 4

- Instructional Coach: Goal 2, Action 1

- Strengthen ELD instruction, ELD Coaching: Goal 2, Action 2

- Electives & Enrichment: Goal 2, Action 5

- Field trips, outdoor learning experiences: Goal 3, Action 1

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

With the return to in-person instruction, there is a need to continue to strengthen and expand academic, social-emotional, and behavioral supports and implementation of universal screeners to address learning gaps.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA CAASPP Scale Score - DFS	* Not administered				+10 Scale Score gain annually
Math CAASPP Scale Score - DFS	* Not administered				+10 Scale Score gain annually
Gr 5: CA Science Test (CAST) Scale Score - DFS	** Not administered				+10 Scale Score gain annually
Attendance Rate	98%				95%
Chronic Absenteeism Rate	2%				<5%
School Facility FIT Report Score of "Good"	Good				Good
% of Teachers appropriately credentialed & assigned	91%				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM**	Elevate will employ an Executive Director and a total of 19 appropriately credentialed and assigned classroom teachers for students in grades K-7, to provide instruction in all core subject areas: ELA, Math, Science, Social Studies and Physical Education as part of the school's base program. Elevate will provide its students with 178 instructional days which exceeds CA state requirement of 175 instructional days. All teachers will participate in 11 days of intensive Summer Professional Development, to prepare for the 2021-22 academic school year, and an additional 3 non-instructional days during the academic year for professional development to focus on data analysis. All teachers will also participate in weekly Professional Development and/or staff development during the school year Therefore a portion of salaries are being funded with LCFF S&C.	$1,813,097	N
2	**MEASURING STUDENT PROGRESS – ASSESSMENTS**	Elevate School will administer multiple types of assessments to monitor student academic progress; identify strengths, needs in order to modify instruction; provide academic intervention, and to continue to challenge each student academically: • State mandated assessments • i-Ready Assessments Reading & Math (K-7): 3 times/year • Illuminate assessments	$21,166	N

Action #	Title	Description	Total Funds	Contributing
		• Fountas & Pinnell BAS Assessments (K-5) 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.		
3	**ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING**	Students receive additional support with our RtI interventionists to address areas for growth. Needs are identified through data and an individualized approach to meeting those needs is provided in a small group setting, through both push-in and pull-out supports. Elevate uses an accelerated learning model for learning recovery brought on by the COVID-19 pandemic and for students who have gaps in learning due to military relocation or family moves. Elevate will offer an extended day for students who show significant learning needs brought on by the pandemic, which will be supported by our RtI interventionists to ensure students are on track towards grade level mastery: • RtI Coordinator • RtI Interventionists (7): (Title I/ELO Funded)	$397,176	Y

Action #	Title	Description	Total Funds	Contributing
		• TOSA (credentialed) to provide academic support in collaboration with RtI Support Staff In addition our students will also access the following interventions and/or support services to close any achievement and/or learning gaps: • Achieve 3000 • i-Ready differentiated instructional program (identified in Goal 1, Action 2) Educlimber Data management tool will be used to house data and develop data reports to identify and assess areas of strength and need.		
4	**ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS**	Elevate is committed to providing social and emotional supports to support the mental health need of our students. The Dean of Students (2) at each campus will continue with the integration of Leader in Me/7 Habits program schoolwide and at the classroom level. Teachers will continue to implement Second Step curriculum.	$214,632	Y
5	**MAINTAINING SAFE & CLEAN SCHOOL FACILITIES**	Elevate strives to provide all students and staff with a safe and clean school facility site and adhere to all state and local county health department guidelines in the prevention of COVID, and purchase of PPE supplies. Annually, our school administers an annual Facility Inspection Tool (FIT) report and will address any issues/findings.	$409,200	N
6	**SERVICES TO SUPPORT SWD**	Elevate will provide instructional and social emotional support as outlined by the students IEP. El Dorado Charter serves as the school's SELPA provider. The SPED Coordinator (Dean of Students/Coordinator) will	$631,155	N

Action #	Title	Description	Total Funds	Contributing
		ensure IEP timelines, IEP Meetings and related services will be addressed and communicated with parents. The SPED Team comprised of the SPED Coordinator, Educational Specialists, Education Professionals, and contracted services (provider) will provide required services to Students with Disabilities (SWD) to ensure the academic, social-emotional and behavioral needs are met, to improve student outcomes. Members of the SPED team will participate in professional learning provided by the SELPA, and other resources to improve student outcomes and accelerate student learning. The SPED Coordinator and Ed Specialists will collaborate with General Education teachers with planning, coaching, data analysis, and professional learning to ensure accommodations/modifications and services are provided as identified on the student's IEP.		

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

Goal #	Description
2	**Provide all students with high quality rigorous Standards-aligned curriculum and a STEAM-Project-based learning environment that promotes writing across the curriculum, with relevant learning experiences that elicits critical thinking and problem-solving skills.**

An explanation of why the LEA has developed this goal.

There is a need to continue to provide all educators with ongoing robust professional learning to address learning loss, accelerate student learning, and address the learning needs of EL and SWD.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to Standards-aligned materials	100%				100%
Implementation of the Academic Content Standards: as measured by CDE's Priority 2 Local Indicator rubric.	OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS — 2020-21: ELA 5, ELD 4, MATH 5, NGSS 5, HISTORY 5, HEALTH 3, PHYSICAL ED. 5, VAPA 3				OPTION 2: CDE REFLECTION TOOL: ACAD. STANDARDS — 2023-24: ELA 5, ELD 4, MATH 5, NGSS 5, HISTORY 5, HEALTH 4, PHYSICAL ED. 5, VAPA 4
% of students including Unduplicated Pupils, and Students with Disabilities (SWD) who have access to Broad Course of Study	100%				100%
Gr 5 PFT: % students meeting all 6 HFZ	*** Not administered				40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% EL who progress in English Proficiency (ELPI)	Fall 2019 CA Dashboard ELPI: 83.3% Very High				60%
EL Reclassification Rate	Pending				20%
% EL with access to CCSS & ELD Standards	100%				100%

* For the 2020-21 school year, i-Ready (Gr 3-6) were administered as the most viable testing option per the LEA and SBE/CDE testing flexibility option.
** For the 2020-21 school year, CA Science Test (CAST) was not administered per SBE/CDE waiver
*** For the 2020-21 school year, PFT was not administered per SBE/CDE waiver

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROFESSIONAL DEVELOPMENT**	Elevate School educators will participate in a robust evidence-based professional development starting with 11- days of Summer Professional Development (2 additional days for new teachers), 3 non-instructional days during the academic school year and weekly professional/staff development during the year. All teachers will receive ongoing coaching, and feedback led by the Director of Instruction. Professional Development for the 2021-2022 school year will focus on research based best practices as outlined in our Elevate Standards of Excellence, which are based on the California Teaching Professional Standards. Teachers will focus on three areas of growth and work with a cohort of peers in their chosen areas. Following the 2020-2021 school year, these standards will ensure teachers receive support in addressing learning gaps in ELA and Math, accelerating learning, and enriching learning for those students who are at or	$154,295	Y

Action #	Title	Description	Total Funds	Contributing
		above grade level. Elevate will also continue developing ourselves as culturally responsive teachers through our equity through SDCOE. This will continue to address the learning needs of Elevate's many demographic groups to ensure equitable access to learning for all students.		
		To support teacher effectiveness and credential clearance, Elevate will reimburse teacher induction expenses; and Lead Teachers serving on the Academic Task Force that provide coaching, observation and ensure fidelity of schoolwide evidence-based instructional initiatives (Title II Funded)		
2	**STRENGTHENING EL PROGRAM & SERVICES**	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. EL students will receive targeted instruction in their ELPAC level according to the California ELD standards. Students receive both designated ELD instruction from our ELD teacher and integrated instruction from their classroom teachers. Teachers will continue to receive ongoing GLAD training to support their classroom teaching, which benefits not only EL students but all students. EL student growth will be monitored through EduClimber to ensure students are growing in their English Development at an appropriate pace.	$91,443	N
3	**CORE CURRICULAR PROGRAM NEEDS**	The following standards aligned curriculum and consumables will be purchased: • consumables	$ 20,000	N

Action #	Title	Description	Total Funds	Contributing
		• 7th grade curriculum adoption		
4	**CLOSING THE DIGITAL DIVIDE**	Elevate has implemented a 1:1 student to device ratio. The Tech Consultant will provide tech support at each site, and assist the Executive Director with the annual technology needs assessment as our school continues to expand by grade level across sites.	$30,000	N
5	**BROAD COURSE OF STUDY**	Elevate will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following: • STEAM Course (K-5) • ArtCorps (K-5) • VAPA: (6-7)	$272,165	N

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goal

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

An explanation of why the LEA has developed this goal.

Continue to engage parents and develop partnerships with the community to support the needs of our students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parents will have input in decision-making (including UP, and SWD): PAC, ELAC/DELAC & EL-PAC.	Outcome Met				Outcome Met
Provide opportunities for parent participation in programs including Unduplicated Pupils (UP), and Students with Disabilities (SWD).	Outcome Met				Outcome Met
Suspension Rate	0%				<2%
Expulsion Rate	0%				<1%
Increase parent satisfaction rate as measured in the annual survey.	94% satisfaction 99% safe school				>90%
Increase % of students who feel connected, safe and engaged at school as measured in the annual survey.	80% engaged 92% connected				90%
Increase % of staff who feel supported and connected as measured in the annual staff survey.	97%				>95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	**PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT**	Ensuring a safe, welcoming and positive school climate is critical to student well-being and learning. Elevate has partnered with students and families to build a strong school culture that values every child and strives to realize their unique, individual potential. Our educational program provides students with multiple authentic leadership opportunities including Leadership Day, Classroom and campus leadership roles. Elevate will provide all students with opportunities to engage in learning opportunities outside of the classroom (field trips and 6th grade camp) to further enhance the learning process, deepen student engagement and motivation. Students will demonstrate their learning through Student-led conference (twice per year) and Winter & Spring exhibitions. Annually, during the month of April, Elevate will implement SBAC PowerHour and identify students who need additional academic support (Gr 3-7) utilizing Measuring Up Workbooks (supplemental).	$27,000	N
2	**PARENT INPUT IN DECISION-MAKING**	At Elevate School parent input in decision-making will take place through the following: • English Language Advisory Committee (ELAC)/DELAC/ EL Parent Advisory Committee (EL-PAC) CA EC 52062(a)(2) (if applicable) • Parent Advisory Committee (PAC) per CA EC 52062(a)(1)	$0	N

Action #	Title	Description	Total Funds	Contributing
		• Parent member on the governing board		
3	**OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION**	Elevate will provide all parents including those of unduplicated students, and Students with Disabilities, with numerous opportunities to engage as partners in their child education. A Parent Engagement Coordinator has been added for the 2021-22 school year recognizing the importance of partnership, communication, and collaboration with parents. Staff will also utilize tools such as Parent Square, to communicate with families. They will also have access to Aeries Parent Portal to review their child's progress, behavior, grades and attendance. Our Leadership Team & Parent Engagement Coordinator will facilitate Parent Education workshops on critical issues that include: • Online safety/digital citizenship • Social-emotional support • 7 habits • Adolescent behavior	$26,748	Y

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

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

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students 2021-22

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.31%	$290,795

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The following actions were principally directed towards and effective in meeting Elevate School's goals for Unduplicated Pupils (UP), as identified upon completing a Comprehensive Needs Assessment. After assessing the needs, conditions, and circumstances of our English Learners, low-income and Foster Youth students, we learned that they lacked foundational literacy and math skills, and the detrimental impacts of distance learning and disengagement has resulted in further learning gaps.

Elevate School will administer universal screeners (i-Ready, Fountas & Pinnell) as part of its Multi-tiered System of Supports (MTSS)/RtI; teachers and RtI Support staff will provide tiered academic support, that includes the following actions that will be effective in meeting the goals for Unduplicated Pupils.

- MTSS Academic Interventions: RtI Support Staff to provide Tier 2 support: Goal 1, Action 3

- MTSS: SEL Supports: Dean of Students: Goal 1, Action 4

- Instructional Coaching to strengthen Tier 1 supports instructional day: Goal 2, Action 1

- Parent Engagement Coordinator to increase parent engagement & provide resources: Goal 3, Action 3

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The services provided and outlined in the 2021-22 LCAP are increased and improved by at least the percentage outlined 8.31% compared to the services provided for all students. Services are both increased and improved as outlined in this LCAP.

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.

Elevate will offer an extended day for students who show significant learning needs brought on by the pandemic, which will be supported by our RtI interventionists to ensure students are on track towards grade level mastery: RtI Support Staff.

To address SEL needs - The Dean of Students (2) at each campus will continue with the integration of Leader in Me/7 Habits program schoolwide and at the classroom level.

Elevate has identified maintaining high attendance and engagement rates as a key priority for the 21-22 school year especially among Unduplicated Pupils. . To this end, Elevate is adding a Parent Engagement Coordinator, who will work with the leadership team and teachers to support families of Unduplicated Pupils whose students struggle in these areas.

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 2,987,314	$ 413,443	$ 315,202	$ 392,118	4,108,077	$ 3,424,950	$ 683,127

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	$ 1,791,097	$ 22,000			$ 1,813,097
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	$ 21,166				$ 21,166
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	$ 142,091	$ 192,816		$ 62,268	$ 397,176
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	$ 214,632				$ 214,632
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	$ 135,600			$ 273,600	$ 409,200
1	6	SERVICES TO SUPPORT SWD	SPED	$ 101,576	$ 168,627	$ 315,202	$ 45,750	$ 631,155
2	1	PROFESSIONAL DEVELOPMENT	All	$ 143,795			$ 10,500	$ 154,295
2	2	STRENGTHENING EL PROGRAM & SERVICES	EL	$ 91,443				$ 91,443
2	3	CORE CURRICULAR PROGRAM NEEDS	All	$ 20,000	$ -	$ -	$ -	$ 20,000
2	4	CLOSING THE DIGITAL DIVIDE	All		$ 30,000			$ 30,000
2	5	BROAD COURSE OF STUDY	All	$ 272,165				$ 272,165
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	$ 27,000				$ 27,000
3	2	PARENT INPUT IN DECISION-MAKING	All	$ -	$ -	$ -	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	$ 26,748				$ 26,748

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	$ 527,267	$ 792,851
LEA-wide Total:	$ -	$ -
Limited Total:	$ -	$ -
Schoolwide Total:	$ 527,267	$ 792,851

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	schoolwide		Elevate	$ 1,791,097	$ 1,813,097
1	2	MEASURING STUDENT PROGRESS – ASSESSMENTS	schoolwide		Elevate	$ 21,166	$ 21,166
1	3	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	schoolwide	Low Income, English Learners, Foster Youth	Elevate	$ 142,091	$ 397,176
1	4	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	schoolwide	Low Income, English Learners, Foster Youth	Elevate	$ 214,632	$ 214,632
1	5	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	schoolwide		Elevate	$ 135,600	$ 409,200
1	6	SERVICES TO SUPPORT SWD	schoolwide		Elevate	$ 101,576	$ 631,155
2	1	PROFESSIONAL DEVELOPMENT	schoolwide	Low Income, English Learners, Foster Youth	Elevate	$ 143,795	$ 154,295
2	2	STRENGTHENING EL PROGRAM & SERVICES	schoolwide		Elevate	$ 91,443	$ 91,443
2	3	CORE CURRICULAR PROGRAM NEEDS	schoolwide		Elevate	$ 20,000	$ 20,000
2	4	CLOSING THE DIGITAL DIVIDE	schoolwide		Elevate		$ 30,000
2	5	BROAD COURSE OF STUDY	schoolwide		Elevate	$ 272,165	$ 272,165
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	schoolwide		Elevate	$ 27,000	$ 27,000
3	2	PARENT INPUT IN DECISION-MAKING	schoolwide		Elevate	$ -	$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	schoolwide	Low Income, English Learners, Foster Youth	Elevate	$ 26,748	$ 26,748

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

- o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
>
> c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
>
> d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
>
> e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative

terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how

the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.