ELEVATE
SCHOOL

2024 Local Indicators

Self-Reflection

Tools

Presented to the Governing Board

June 2024

Local Indicator Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- **The LEA's Teacher Assignment Monitoring and Outcome data available at** https://www.cde.ca.gov/ds/ad/tamo.asp.

- **The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home**: 0

- **The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies):** 0

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**
   Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					X
ELD (Aligned to ELA Standards)					X
Mathematics – Common Core State Standards for Mathematics					X
Next Generation Science Standards					X
History-Social Science					X

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education N/A					
Health Education Content Standards				X	
Physical Education Model Content Standards					X
Visual and Performing Arts					X
World Language N/A					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

    Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					X
Identifying the professional learning needs of individual teachers					X
Providing support for teachers on the standards they have not yet mastered					X

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

NOT APPLICABLE

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit:[1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.

- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families

2. Building Partnerships for Student Outcomes

3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in

continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

    1 – Exploration and Research

    2 – Beginning Development

    3 – Initial Implementation

    4 – Full Implementation

    5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research
2 – Beginning Development
3 – Initial Implementation
4 – Full Implementation
5 – Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Elevate has created a welcoming environment where all families are welcome and encouraged to be involved in their child's school experience. We encourage parent participation through Classroom Community Builders, Coffees and Desserts with the Directors, conferences in all grades, Military Coffees and many other opportunities. This

year we increased the number of evening family activities, which was in response to families indicating a desire to do that. These events were well attended and had high participation from all demographic groups.

We value the many cultures represented at Elevate, and we listen to parents when there are concerns and/or differences of opinion. We strive to ensure all voices are heard.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families. An area to grow is communication with families, especially at the middle school level. As families transition to upper grades, parents feel less connected to what is going on in their child's schooling. We also will add a parent resource night for Middle School parents, and continue with our parent workshops for all grades and continue building on our Classroom Community Builders program.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families. Our families who are second language learners and who also have IEP students would like more relationship building opportunities with their child's case managers and the special education department in general. We will provide opportunities for families to meet their Education Specialists at the beginning of the school year.

Our EL families have shown interest in hosting a cultural event with the rest of our families, so we will be working towards that in the 24-25 school year. We will also work with our EL families to ensure more active participation by providing personal invitations to ELAC and other parent meetings, so they feel welcome and want to participate.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

     1 – Exploration and Research

     2 – Beginning Development

     3 – Initial Implementation

     4 – Full Implementation

     5 – Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	4
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

   We believe that parent partnerships are key to a child's success in schools. We value partnerships with families and provide families with resources to encourage and support their child's learning. Our student-led parent conferences encourage students to personally share their goals and levels of learning with parents, and parents are proactive to reach out to teachers at any time if they have concerns. We encourage parents to be involved in the classroom when possible through volunteer opportunities, and we have a wide variety of families who participate in these opportunities.

Student Exhibition Nights and Presentations of Learning are well attended by families, which is an opportunity for students to show their learning and have real world experience.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

We are developing an appendix for families to help them in accessing supports for their child when there are academic concerns. This document will help parents better understand the process of supporting their child, next steps when there are concerns, and resources that they can use to help their child at home in partnering with the school.

We will also increase the number of Parent Workshops, especially for our middle school parents to allow them to deepen their understanding of their students' needs and resource them in transitioning from elementary to middle school grades. We also will increase our communications to include what students are working on in class, various learning platforms, and homework.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

For our Hispanic students who are chronically absent, we will have early contact with families to develop relational capital. Helping them understand the importance of attendance, providing incentives, and learning what needs the families have that are impacting attendance will benefit student attendance, and ultimately increase student learning. Providing additional opportunities for after school learning will also strengthen their academics while providing opportunity for further connection in a small group setting.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

We have multiple touch-points for educational parters to be involved and share their input the school. We hold monthly Coffees with the Directors, Classroom Community Builder meetings, Parent Advisory Committee, and ELAC meetings where we listen to parents and allow opportunities for families to ask questions. We also send out surveys to families a few times per year to receive input from our families and learn more about their needs.

We also sent surveys to teachers to receive input on their professional growth needs to help guide our PD for next year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

   For the next school year, we are adding more teachers from the middle school to our Instructional Leadership Team. This will provide more teacher input and analysis of data, to help guide our academic program and help increase teacher leadership opportunities.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

   Our EL families are involved in our family events. However, we do want to increase the involvement of our underrepresented families who are new to Elevate. We will add additional ELAC meetings and include more opportunities during our meetings for parent input by posing specific questions in our meetings that will give feedback and input.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Instructions

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California *Education Code* 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

- **Prompt 1 (DATA):** Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

  A local survey was administered to students in grades 4-8 in May, 2024. Key data from this survey indicated that 94.7% of respondents reported feeling safe at school and 90.5% reported feeling connected at school. 94.2% of students reported they have at least 1 person they feel comfortable asking for help if/when they struggle at school. 62.6% of students reported they have three or more people they can go to.

  The school climate composite score for a different survey related to the Leader in Me program - the Measurable Results Assessment (MRA) - was 91, an increase of 5% from last year's administration. This year's surveys did not include demographic information and therefore student subgroup data is not available.

- **Prompt 2 (MEANING)**: Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

  Areas of strength from the survey data include high rates of reported sense of safety and connection to school, along with the vast majority of students indicating they have adults they can turn to if/when they struggle in school.

  The MRA definition for School Climate, which increased 5% from last year, is "staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential."

  Effort was invested this past year to increase the number of cross-campus initiatives (inter-grade and inter-campus collaborations) for students in all grades during the school day, and also increase the number of activities offered during after-school hours (clubs, sports, etc.)

  An area of need that was identified is to strengthen and increase systems for student voice in the implementation of these additional in-school and after-school initiatives.

- **Prompt 3 (USE)**: Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

  Changes for next year will be aligned with the identified need to strengthen and increase student voice in in-school and after-school initiatives. Particularly in upper grades, this will look like doubling the opportunity to serve on Student Lighthouse team by establishing a different student leadership team for each semester. Leadership in Action classes will also be more involved in campus leadership at the campus level (running assemblies, welcoming guests to campus, campus clean ups) and classroom level (co-facilitating lessons, presenting learning to younger classrooms).

  At the school-wide level, EduClimber will be utilized for student/MTSS surveys going forward so that responses can be easily disaggregated by grade and student subgroup, which will lead to more focused intervention and support.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. **Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)**

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

Elevate provides all students with access to a broad course of study in alignment with Ed Code 51210 (where applicable) based on the nature of the school's educational program.

Elevate School uses the following locally selected tools to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups and individuals with exceptional needs which include master schedule, student course schedule (semester), report cards, student presentations, and parent/conference reports. In addition, this will be verified by the principal during classroom observations and ensure classroom schedules are being followed.

2. **Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)**

An analysis of the measures listed above demonstrates that 100% of the students, including unduplicated groups and students with exceptional needs, have access to a broad course of study. At Elevate, all students have access to and are enrolled in ELA, mathematics, science, social studies, and physical education. In addition, 100% of students have access to: Art and STEAM elective courses There are no differences in accessibility to courses, across student groups at Elevate School.

3. **Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)**

Currently, 100% of the students have access to a broad course of study and Elevate School will continue to monitor this to ensure no barriers arise to change access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Due to the current success of Elevate School in providing all students with access to a broad course of study, no changes are currently planned, however, this data will continue to be monitored and revisions made, with implementation as needed.