

Priority 3

Self-Reflection Tool to Use as Evidence Option 2

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based ***either*** on information collected through surveys of parents/guardians ***or*** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP)

OPTION 2: Local Measures

Summarize:

- (1) the LEA's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
- (2) the LEA's progress on at least one measure related to promoting parental participation in programs; and
- (3) why the LEA chose the selected measures and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Examples of measures that LEAs could select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Sample:

At Shoot for the Stars District, the focus has been on increasing family participation and providing access points for parents/guardians to engage in decision-making.

1. **Parent input has been increased** through the efforts of a leadership team that provides community-based meetings with interpretation and translation services to identify issues and create planning committees around parent/guardian concerns. **When surveyed by 326 parents/guardians, the indicator increased from 1.25 (Emerging) in the previous year, to 2.5 (Progressing) in the current year.**
2. The Shoot for the Stars District has increased parent/guardian participation on the School Improvement Team. The **parent/guardian participation rate increased by 50%** and the **majority of the team is made of parents**. When surveyed with the Assessment Tool, The average rubric score was 2.8 which indicates the Quality of Implementation is near Level 3, "excelling"
3. The tool selected to measure progress is the *National Standards for Family-School Partnership Assessment Guide*, developed by the PTA which is a **research-based tool that provides valid local measurement**. The increase of parent involvement will also affect our student achievement (Priority 4) in that research has shown that increasing parent's feeling of partnership with the school community will encourage more student engagement.