**Self-Reflection Tool for Parent Engagement – Priority 3**

*Standard*: LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

*Criteria*: LEA would assess its performance on a [*Met / Not Met / Not Met for Two or More Years*] scale.

*Evidence*: LEA measures its progress using the self-reflection tool included in the evaluation rubrics, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the evaluation rubrics web-based system.

***Approach for Self-Reflection Tool to Use as Evidence***

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 its Local Control and Accountability Plan (LCAP).

***OPTION 1: Survey***

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

1. the key findings from the survey related to seeking input from parents/guardians in school and district decision making;
2. the key findings from the survey related to promoting parental participation in programs; and

(3) why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the 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.

1. *Seeking Input in School/District Decision Making*
2. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
3. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
4. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.
5. *Promoting Participation in Programs*
6. 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.
7. 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.
8. 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.