



Local Indicators

Priority 3: Parent Engagement

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement.

Standard: Local educational agency 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 Dashboard.

1. Identify the diverse stakeholders 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.

Building Relationships

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

Building Relationships	1	2	3	4	5
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.			x		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.			x		

Building Relationships	1	2	3	4	5
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.			x		
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.			x		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

In general, Compass has a fairly, robust and virtual community within staff and stakeholder. We utilize various platforms in order to engage in communication and build relationships. We use a number of systems to ensure meaningful connections with families. We are exploring our staffing structure to best engage and connect with families. We focused on a global scale on national heritage months in the Spring, and looking to target individualized areas of cultures and languages through virtual scholar workshops.

Building Partnerships for Student Outcomes

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

Building Partnerships	1	2	3	4	5
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.				x	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.					x
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.					x
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.	x				

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Compass provides robust professional learning opportunities for its staff whether attending conferences and including partnership with Anti-Defamation League, Association for Supervision and Curriculum Development (ACSD) symposium on building trauma-sensitive schools. Scholar learning and development in the home is another strength due to the virtual nature of our program. Compass realizes there is an opportunity in our sharing of legal rights in a practical way for parents to understand their opportunities through refining Learning Coach Academy and parent workshop series.

Seeking Input for Decision Making

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

Seeking Input	1	2	3	4	5
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.					x
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.					x

Seeking Input	1	2	3	4	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.					x
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.					x

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Compass has a Parent Advisory Council, Scholar Leadership Council, and Staff Advisory Committee to engage families in suggestions and decision-making. We also have a virtual suggestion box located on our website for easy-access. In addition, we have shared our Monday Morning Updates (MMU) to review agenda of items and also recaps of the information shared to ensure that our parents and scholars are engaged. Our Council leaders also have opportunities to attend board meetings and engage in discussions around the reports to the Board, in addition to public comment opportunities for the community at large.

Criteria: **Met**