### Indicator 3.D: Family Collaboration



School leadership and staff have established practices for engaging families as partners in students’ academic and social development. Staff occasionally communicate with primary caregivers to encourage their active involvement in addressing the diverse needs of the whole child. School leadership and staff have prioritized family engagement, consistently fulfilling at least four of the five following key conditions: (a) Dedicated staff members coordinate and lead family engagement activities; (b) A welcoming space is available for families, providing comprehensive information about support services and actively assisting in the planning of family, school, and community events, including referrals to academic, vocational, and college and career readiness programs; (c) Regular activities are well organized and strategically implemented throughout the year, fostering strong collaboration among families and community members, ensuring their valuable input in planning and implementing both academic and nonacademic support; (d) Staff members consistently and proactively reach out to families to convey information regarding their children’s progress and requirements; and (e) Communications are available in multiple languages to accommodate the diverse needs of the school community.

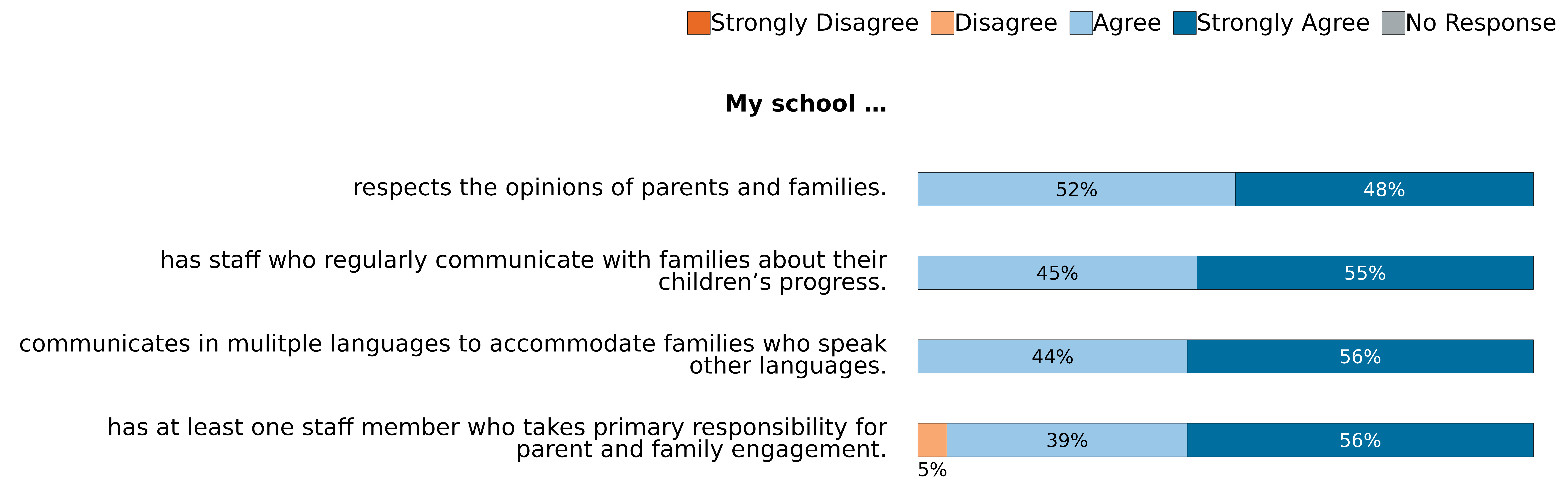
#### OVERALL RATING SUMMARY:

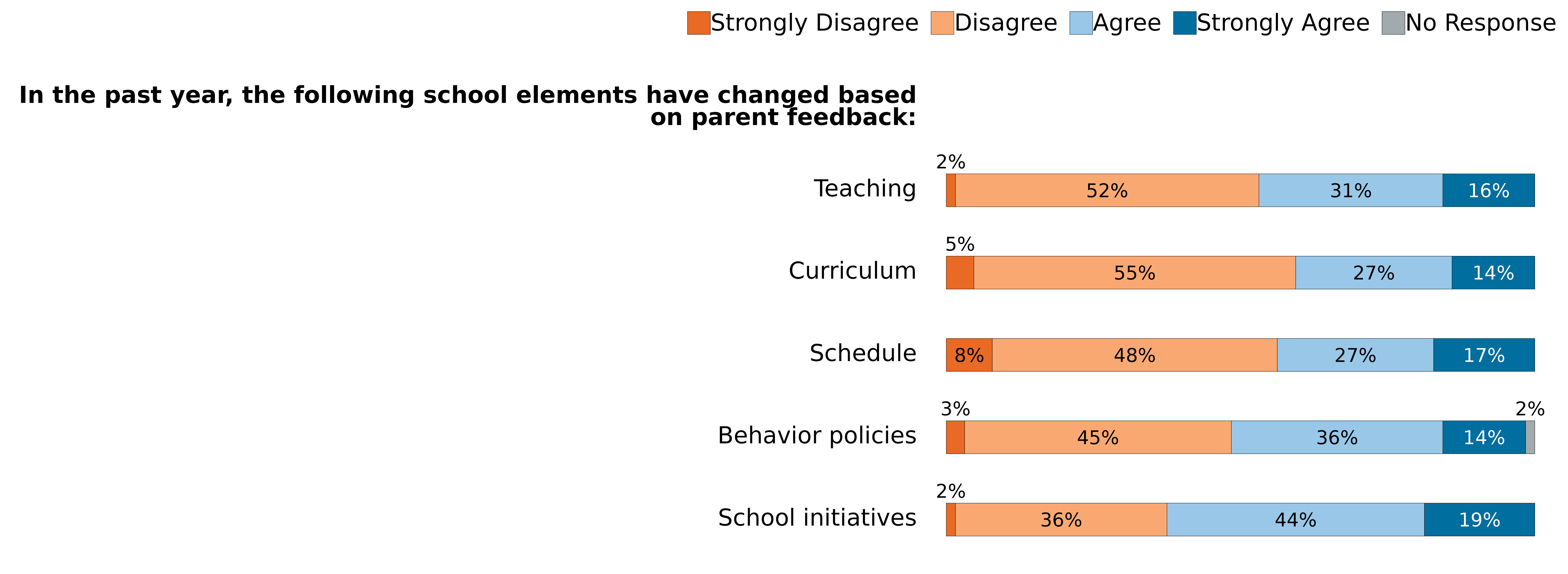
Consistent with an established rating for this indicator, school leadership and staff engage families. These efforts include a dedicated parent involvement committee to support family engagement, quarterly activities for families, consistent staff outreach, and communications in multiple languages. However, at the time of the visit, the school lacked an established space for families.

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Indicator 3.D: FAMILY COLLABORATION (CONT.)

**STAFF SURVEY RESPONSE:**





#### STAFF PERSPECTIVES:

* According to staff focus group participants and school leaders, the school has a parent involvement committee that organizes quarterly family engagement events such as parent nights, PTO meetings, movie nights, grandparents' day, and cultural heritage events. The majority of staff survey respondents (95%) agreed or strongly agreed that the school has at least one staff member who takes primary responsibility for parent and family engagement.
* Staff focus group participants described various strategies the school uses to communicate with parents, including Class Dojo, Facebook, robocalls, texts, emails, and phone calls. However, school leaders perceived that a lack of trust between families and the school can sometimes hinder effective family collaboration regarding academics.
* Evidence of Learning Conditions (EJC): Both school leader and staff surveys indicated that that school works to engage linguistically diverse families, with 100% of staff agreeing or strongly agreeing that the school communicates in multiple languages to accommodate families who speak other languages. Staff focus group participants added that dual language teachers help support other teachers with translation needs.