



- A framework to grow school teams that design, implement, and monitor the progress of the parent engagement program.
- A framework for schools to successfully engage their students, parents, and community with the goal of creating sustainable and coordinated home-school partnerships that support student achievement.

Goal #1: Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.				
	Emerging	Approaching Competence	Competent	Highly Competent
❑ 1A: Staff engagement with parents is positive and valuable	Limited or few examples exist of positive and valuable experiences, as proven by data, where parents and school staff engage with one another on the campus in the main offices, parent center, classroom, or during school-wide activities.	Some opportunities exist at the school site for school staff and parents to experience positive and valuable interactions when they engage one another. Evidence shows that some parts of the campus, such as school meetings, main offices, and classrooms, do not promote or support a positive and valuable environment for families.	Evidence demonstrates that the school has prominent practices where the staff offers families a positive and valuable experience when engaging with them. Families communicate that all school spaces foster a welcoming environment, from the student drop-off to the main offices and the classroom, to name a few.	All adult interactions are planned and supported by staff to always engage parents in an environment that is positive and valuable. All school staff, from the administrators to support staff, plays a role to build a school culture that values families as equal partners in the education of their children. Data reveal that parents are valued and that their experiences are positive.
❑ 1B: Communication with parents is timely through a variety of media	Evidence demonstrates minimal planning and coordination to communicate with parents, community members, and/or staff about upcoming school activities. Limited use of communication tools such as mailers, Connect Ed, and flyers result in low attendance.	Attempts exist to coordinate parent outreach that is centered on the use of Connect Ed, flyers, and mailers. Outreach results in the participation of a small and active cohort of parents, community members, and staff.	A school team leads the parent outreach systems at the school and ensures that communication with parents is coordinated, timely, and available in the multiple languages spoken in the homes. The team also leverages staff relationships with families to genuinely engage and increase consistent parent attendance.	Evidence demonstrates that a school team uses consistent, school-wide systems for outreach that are strategically thought-out and always result in regular and timely home-to-school communication. The school team and families can articulate which outreach strategies are most effective to increase parent participation. The different techniques include such routines as phone banks, calendars, flyers, information tables, email, and other social media outlets with parent-friendly text.



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	Emerging	Approaching Competence	Competent	Highly Competent
<p><input type="checkbox"/> 1C: The school is clean and attractive with vibrant signage</p>	<p>Evidence shows the campus is missing a successfully coordinated effort to maintain a clean and attractive campus throughout the school day, despite evident intentions by the school. A lack of vibrant signage exists in school areas that could promote school pride, student excellence, and success in college and career.</p>	<p>Some school areas are generally clean and maintained throughout the day by school staff, students, and parent volunteers. Signage posted across campus is generally focused on school pride with some evidence of a focus on student excellence and success in college and career.</p>	<p>A team composed of staff, student leaders, and parents leads a plan to promote a culture of maintaining a clean and attractive campus. Evidence shows that the school is consistently clean and attractive. Signage is maintained throughout the school year to promote programs on the school calendar; help stakeholders navigate the campus with ease; and cultivate a climate of high academic expectations.</p>	<p>Students, parent volunteers, and staff can communicate the role they play in preserving a clean and attractive campus. Stakeholder data and feedback reveal the team plan for the school results in maintaining a clean campus throughout the school day and year. The signage placed around campus is attractive and promotes school pride and academic excellence. The signage is also maintained and allows stakeholders to navigate the campus with ease.</p>
<p><input type="checkbox"/> 1D: Parents communicate with all school personnel</p>	<p>Many parents attempt to communicate not knowing or understanding the process for communicating with school personnel. A clear process for parents to communicate with personnel is not evident.</p>	<p>Some promising practices exist to help parents learn about procedures of accessing school personnel and the importance of communicating with them. Parents generally gather this information through a few coordinated forms of communication sent home from the school site.</p>	<p>A clear process guides parents and personnel to learn about the importance of communicating with one another. The process also delineates how parents are to access personnel through regularly planned forms of communication and during trainings.</p>	<p>The school's parent engagement plan includes a clear strategy with coordinated forms of communication and training on why, how, and when families are to communicate with personnel. These plans are accessible to all staff and parents. A team gathers input from the parents and staff to facilitate greater opportunities for parents to communicate with school personnel.</p>



	Emerging	Approaching Competence	Competent	Highly Competent
<p><input type="checkbox"/> 1E: Teachers invite parents to participate in their children's learning</p>	<p>Few to no opportunities exist for parents to participate in their child's learning during and after the school day. Participating in a child's learning is limited to parent conferences and back to school nights.</p>	<p>Evidence shows opportunities where some grade-level or school department teachers invite parents to visit classrooms, highlighting that some parents participate in their child's learning through activities that go beyond parent conferences and back-to-school nights.</p>	<p>The school parent engagement plan includes formal opportunities for teachers and administrators to invite parents to visit classrooms and volunteer and for staff and parents to exchange information that supports the child's learning. Planned opportunities exist for teachers to communicate with parents how their child is learning, progressing, and excelling in the classroom.</p>	<p>The parent engagement plan for the school includes training and clear communication for teachers to invite parents to participate in programs designed to support the needs of all learners. Teachers consistently recruit parents to attend sessions where parents learn how they can partner with teachers and support their child's learning in and outside of the classroom. Invitations are personalized and targeted to reach the families of various student groups.</p>
<p><input type="checkbox"/> 1F: Staff and parents work as partners to support school achievement for all children</p>	<p>Little or no evidence exists of coordinated strategies that prepare staff and parents to partner with one another in supporting the achievement of all student learners. Few to no opportunities are offered for staff and parents to routinely discuss student progress in completing graduation requirements, become informed about and/or meet the A-G requirements, and learn about college access and career pathways.</p>	<p>Some promising practices exist for parents and staff to become partners and support all student learners. Evidence shows opportunities where some parents and staff discuss student progress and plan steps to help the student become familiar with and complete the high school graduation requirements, become informed about and/or meet the A-G requirements, and learn about college access and career pathways.</p>	<p>Evidence demonstrates that the school's parent engagement plan includes routine opportunities for parents and staff to partner with one another in defining how the unique needs of the student is supported. The partnership between staff and parents consistently engages partners in learning about the needs of all learners to access knowledge about and graduate with a high school diploma, meet A-G requirements, and learn about the process to access college and career pathways.</p>	<p>The parent engagement plan includes instructional strategies that build partnerships between staff and parents. School staff consistently facilitate discussions and workshops where parents are exposed to and learn about the importance of graduating with a high school diploma, meeting A-G requirements, and planning for college and career pathways as it relates to the unique needs of the child.</p>

Reflection Questions:

- How does your school foster a welcoming environment for all stakeholders that support students, parents, community members, and staff?
- How does your school use a variety of media to communicate with students, parents, and community members?
- How does your school ensure the physical campus is clean and with adequate signage to help visitors feel welcome?
- How does your school foster partnership among school staff and parents that ensures all students are prepared for: A-G high school diploma, access to college, and career readiness?



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Goal #2: Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school.				
	Emerging	Approaching Competence	Competent	Highly Competent
<input type="checkbox"/> 2A: Building a collaborative team to lead home-school partnerships	<p>A staff member guides all efforts to implement family engagement activities and events, including parts of the school-parent compact.</p>	<p>Evidence shows some certificated staff members work with the parent center director/community representative to guide all efforts that implement a plan for family engagement, including the school-parent compact.</p>	<p>It is evident that a team is coordinated and working towards supporting an effective family engagement plan, including the school-parent compact, by forming a Family and Community Engagement Team (FEAT).</p>	<p>Collaboration and planning among the FEAT team guide all efforts to implement a highly effective plan for family engagement, including the school-parent compact. The team may include at least one administrator, teacher, staff, parent and student.</p>
<input type="checkbox"/> 2B: Role training & support	<p>Little to no training and support exist for the individuals who carry out the school’s parent engagement plan. Few to no opportunities exist where staff communicates the school mission and instructional focus to parents.</p>	<p>The school coordinator and parent center staff occasionally access training and support in and outside of the school to carry out their roles of engaging parents. The school mission and instructional focus are discussed with parents but are generally absent during parent training workshops.</p>	<p>A school-based team regularly offers school staff training and support, forming systems for staff to carry out their roles in the school’s plan for family engagement. The staff generally communicates the school’s mission and instructional focus to ensure parents understand how their child is supported in and outside of the classroom, as proven by data.</p>	<p>The FEAT Team is proficient in accessing training and support offered at the school, the district, and the community. The training strengthens the capacity of all FEAT members to understand their roles and consistently offers targeted opportunities for parents to support their child at home and at school. The school mission and instructional focus is routinely communicated to families and reemphasized in all parent workshops and conferences.</p>



	Emerging	Approaching Competence	Competent	Highly Competent
<p>2C: Parent education classes</p>	<p>No evidence exists of a coordinated plan to offer parent education classes. Building of parent capacity to support student learning is limited to informational meetings such as Coffee with the Principal and parent conferences. A parent engagement calendar is not available to parents and staff.</p>	<p>Some informational meetings and workshops for parents are designed by the school staff but often defer to the district and/or community partners to host capacity building workshops. Some coordination to build parent capacity is evident by use of informational meetings where parents work on a task and learn in small groups. A parent engagement calendar is available, but circulation of the calendar to staff and parents is limited to a few, as verified by data.</p>	<p>Parent classes are generally planned and focus on parents acquiring information, knowledge, and skills that build their capacity to support the academic and socio-emotional student needs. Sharing of information, knowledge and skills is mostly organized and thoroughly planned-out. A parent engagement calendar that prioritizes instructional and socio-emotional student support is distributed to all parents and staff.</p>	<p>The systems to coordinate consistent parent classes are highly effective in building the capacity of parents to support their child’s academic and socio-emotional development at school and at home. All families have extensive opportunities to access classes that are highly attended and offered at times accessible to parents. The parent engagement calendar includes classes that are aligned to the school’s instructional strategies, and it is developed with representatives of all stakeholders that support the parent education classes.</p>
<p>2D: Parent center facilities & equipment</p>	<p>Few to no parent center facilities, equipment, or technology are suited to support parent and community engagement activities. Evidence shows that the parent center has limited technology and furniture to support parent engagement activities. Most parents are unable to access parent center facilities during its operating hours. Parent center staff generally performs clerical tasks and spends some time in the parent center.</p>	<p>Some of the equipment and furniture in the parent center adequately supports parent meetings and classes. Parents have access to a parent center that is used by a small subset of the parent population. Most parent center activities are social events with limited focus on instruction. Some technology is accessible in the parent center, or in other school spaces, and is used by parents to support engagement activities. The parent center staff spends most hours in the parent center and assists administrators with parent concerns during the school day.</p>	<p>It is evident that a budget is allocated to fund resources, technology, and equipment to support the district’s parent engagement goals. Evidence shows that parents have multiple opportunities to engage with teachers and staff in an active parent center during hours when parents are scheduled to be present. The parent center is welcoming, fully furnished, easy to access, and staffed by a parent center liaison during its operating hours. Technology is integrated into the workshops and is accessible to parents, as verified by data.</p>	<p>A budget is monitored to fund resources, technology, and equipment to support the district’s parent engagement goals. The parent center is furnished and decorated to promote an inviting work environment that supports parent and community engagement activities. A variety of resources are available in the parent center to offer new learning and knowledge about the school’s focus on instruction and student support services. The use of technology is integrated to help parents support their child’s education at home and at school, as proven by evidence.</p>



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<p><input type="checkbox"/> 2E: Community organization partnerships</p>	<p>A plan for school leaders to reach out and engage community partners is not evident. Data suggests that few to no community organizations offer resources that support the school’s programs and services.</p>	<p>There is evidence of some teachers and staff having access to community organization resources, yet minimal coordination of a school-wide plan is evident. Some of the community partnerships at the campus are coordinated and integrated into the school systems for instruction, operations, and parent engagement.</p>	<p>School leaders collaborate with community partners to integrate community resources with the school systems of instruction, operations, and parent engagement. Community partners generally offer some resources for parents to support the academic and socio-emotional development of the student.</p>	<p>School leaders consistently collaborate and reach out to school community partners to define and address the resource needs of families at the school. Collaboration with community partners is strategic and builds the capacity of the FEAT team to present new information and learning to families that support the academic and socio-emotional development of the community, as verified by data.</p>
<p>Reflection Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What steps has your school taken to build a collaborative team to guide the implementation of an effective plan for family engagement? <input type="checkbox"/> How does your school support and train staff to build parent capacity that supports learning at home and school? <input type="checkbox"/> How does the school reach out to and coordinate strategic partnerships with community organizations to supplement student learning through parent engagement and wrap-around resources? 				



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Goal #3: Engage parents in the school’s volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities.				
	Emerging	Approaching Competence	Competent	Highly Competent
❑ 3A: Staff supervision of school volunteer program	Evidence demonstrates little or no clarity as to which staff member oversees the volunteer program.	A staff person is occasionally assigned to oversee the volunteer program, which follows the appropriate district bulletin and makes use of district resources.	The school volunteer program, which is overseen by a designated staff person, and its outcomes are thoroughly communicated to the local community, resulting in a climate of accountability.	The staff person partners with parents and volunteers to oversee the school volunteer program by managing, leading, and supervising a system that is a positive model for school support.
❑ 3B: Parent inclusion in the school volunteer program	Evidence shows little or no knowledge of volunteer roles, objectives, outcomes, accountabilities, or responsibilities.	Evidence demonstrates that some parents are encouraged to join and participate in the school volunteer program.	It is evident that parents are actively encouraged to join and participate in the school volunteer program throughout the year, while following proper district procedures and wearing identifiable articles of clothing.	The volunteer program exceeds the goal of encouraging parent participation and has transitioned to a sustainable and parent-driven, continuous recruitment campaign, as proven by data.
❑ 3C: Training for volunteers	Training and guidance for volunteers are offered only off campus, at district events, or on a one-to-one basis, as verified by data.	Evidence shows some opportunities for structured training throughout the year based on relevant school needs.	Training and guidance for volunteers are school-initiated, offered throughout the year, and designed to address the needs of the school, as proven in findings.	The volunteer training program is an exemplary collaborative model of guidance, school protocols, and the building of institutional trust, based on verifiable data.
❑ 3D: Volunteer support of teachers in the classroom as well as in school-wide activities	Few to no examples exist of volunteers supporting teachers in the classroom or in school-wide activities.	Evidence shows some increasing volunteer support for teachers in the classroom as well as in school-wide activities.	There is consistent evidence of increasing volunteers to support teachers in the classroom, as well as in school-wide activities, by matching the skills of parents to classroom and school-wide tasks.	Data shows a consistent system in which parent skills are matched to support teachers in the classroom and in school-wide activities, with the intent of meeting and exceeding the school’s mission and enhancing its learning climate.



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	Emerging	Approaching Competence	Competent	Highly Competent
<p>3E: Annual school assessment of the impact of the volunteer program on multiple facets of school performance</p>	<p>Little or no evidence exists of the school annually assessing the impact of the volunteer program on school operations, school climate, and student performance.</p>	<p>It is evident that the school performs some annual assessments of the impact of the volunteer program on school operations, school climate, and student performance.</p>	<p>The school annually assesses the impact of the volunteer program on school operations, school climate, and student performance, as verified by data.</p>	<p>The school's annual assessment of the impact of the volunteer program on school operations, school climate, and student performance excels in shaping the planning of school activities and improving morale and institutional relationships, as demonstrated by evidence.</p>
<p>Reflection Questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> In what ways is the school volunteer program supervised and guided to meet or exceed the school's mission and vision? <input type="checkbox"/> How does the school's volunteer program include and train new members to enhance the academic climate for students? <input type="checkbox"/> To what extent are classrooms in the school positively impacted by the contributions of volunteers to support the district's parent engagement goals? <input type="checkbox"/> How does the school's assessment of its volunteer program shape its effectiveness as an educational institution? <input type="checkbox"/> How does the school assess parent skillsets to support student achievement through the parent volunteer program? <input type="checkbox"/> How are volunteer assignments matched with skills to support the classroom and school-wide activities? 				



Goal #4: Respond to parent concerns and/or complaints to ensure a child’s educational needs are met.				
	Emerging	Approaching Competence	Competent	Highly Competent
<p><input type="checkbox"/> 4A: Knowledgeable about the Parents’ Bill of Rights & Responsibilities</p>	<p>Parent knowledge of and understanding of the Parents’ Bill of Rights and Responsibilities is limited, and the Bill is not posted in areas on campus accessed by parents.</p>	<p>A few parents and staff are knowledgeable about the Parents’ Bill of Rights and Responsibilities, and the bill is posted in some key areas of the campus. Some parents receive copies of the Bill at a school meeting or district training.</p>	<p>Evidence demonstrates that the school leads a coordinated effort to expand the knowledge of parents and staff regarding the Parents’ Bill of Rights and Responsibilities. Information is posted in most key areas on campus, including all spaces where parent events/workshops are held. Teachers consistently refer to the Bill as a strategy to support student achievement.</p>	<p>Many coordinated and varied opportunities exist for teachers, administrators, and school staff to broadly distribute and discuss the Parents’ Bill of Rights and Responsibilities with a focus on student achievement. The school consistently reviews and makes use of the Bill in all workshops and parent meetings, such as parent conferences, Back to School Night, and parent trainings.</p>
<p><input type="checkbox"/> 4B: Respect for the rights of parents & children</p>	<p>Evidence shows minimal coordination of efforts to broadly inform and communicate the rights of parents and students across the school campus. Most students and parents are unfamiliar with their rights. Many parents and students have presented verifiable complaints about the school’s ability to respect their rights and resolve their concerns in an equitable and timely manner.</p>	<p>Limited opportunities are taken to communicate the rights of students and parents across the school campus. The administration addresses all concerns and/or issues and generally resolves the complaint. Some parents and students express that staff and/or members of the school community do not respect their rights.</p>	<p>Evidence shows a coordinated effort by school leaders to respect the rights of parents and students. The rights of parents and students are communicated and posted broadly in classrooms and in public meeting spaces. The school administration generally works with staff to communicate the rights of parents and students at the school. Most parents communicate that the staff and/or members of the school community generally respect their rights.</p>	<p>Evidence suggests a school-wide effort led by various school representatives to guarantee that the rights of all stakeholders, including those of parents and students, are validated and respected. Collaboration exists between school staff, parents, and students to collectively review the Bill of Rights as an exercise to build understanding of the information. Trust is maintained because the rights of all school stakeholders are respected and addressed with utmost uniformity and equity.</p>



	Emerging	Approaching Competence	Competent	Highly Competent
<input type="checkbox"/> 4C: Respectful & informative interactions	<p>Evidence shows that parents experience few interactions with staff where they are respected and able to access valuable information about the student. Few to no opportunities of professional development are made available for staff members to improve how they interact with parents.</p>	<p>Parents communicate that some staff are consistently respectful during their interactions and follow through with information requests. Some staff access training and resources to build a culture of respectful interactions with parents.</p>	<p>Evidence demonstrates that most parents experience consistently respectful and informative interactions with staff. Professional development opportunities provide staff with examples of best practices to follow when they interact with parents, from the main office to the classroom.</p>	<p>Evidence shows that the school implements multiple and effective measures to offer respectful interactions between staff and parents. The school's monitoring of the parent complaint process and use of professional development results in few to no complaints where parents communicate they were disrespected or denied information about their student.</p>
<input type="checkbox"/> 4D 4E: Process to resolve parent concerns	<p>Evidence shows that the school has few defined processes for parents to express their concerns or complaints in a timely and centered manner to ensure the child's educational needs are met.</p>	<p>A defined process to resolve parent concerns or complaints is evident but lacking consistent follow-through, as proven by evidence. A school principal or administrator resolves the concern but seldom do parents fully understand how the decision meets the educational needs of the child.</p>	<p>A defined process that includes coordinated systems for parents to express their concerns or complaints is competent. The school generally addresses the concern in a timely manner and communicates with the parent how the decision meets the educational needs of the child.</p>	<p>A qualified and trained staff manages a defined process for parents to express their concerns or complaints. Institutional trust is strong and relationships are exemplary because the process addresses the educational needs of the student with the input of the parent.</p>
<input type="checkbox"/> 4F: Fair & consistent processes	<p>Evidence highlights that protocols to address parent complaints and to facilitate respectful interactions between parents and staff are not followed in a fair and consistent manner.</p>	<p>Some of the protocols to address parent complaints and to facilitate respectful interactions between parents and staff are implemented to ensure the child's needs are met.</p>	<p>Most of the protocols to address parent complaints and facilitate respectful interactions between parents and staff result in fair and consistent implementation. Few complaints are found of cases where the resolution did not ensure that the educational needs of the child were met.</p>	<p>Consistent follow-through and planning ensure that all protocols for addressing parent concerns and facilitating respectful interactions between parents and staff result in meeting the educational needs of the student as well as the concerns presented by the parent. Each interaction guarantees that the experience of the parent is consistently valued and that the staff grows from the experience.</p>

Reflection Questions:

- What steps does your school take to prepare all staff to address parent concerns and complaints?
- How are the rights of parents and children communicated broadly on the school campus?
- Describe the process your school follows to address concerns/complaints with fairness, consistency, and equity.



Goal #5: Comply with LAUSD, state, and federal parent engagement requirements.				
	Emerging	Approaching Competence	Competent	Highly Competent
<p><input type="checkbox"/> 5A: School staff and parents know and follow the requirements under federal, state, and district mandates.</p>	<p>Little evidence exists of compliance with state and federal mandates, such as creating school-level advisory committees. The school-level advisory committees rarely meet and struggle to complete tasks. Few parents participate in school-level advisory committees, such as ELAC, or decision-making councils, such as SSC.</p>	<p>The school complies with most state and federal mandates and meets most deadlines, as proven through evidence. Coordination exists among staff, parents, and administrators in meeting compliance, but formal training for school-level advisory committees is lacking. Evidence suggests some broad participation in school-level committees, including the SSC and ELAC.</p>	<p>Data shows there are systems in place to regularly train parents and staff to understand compliance under Core Waiver, Title 1, LCFF, and other federal and state programs. Coordination in the implementation of the components of federal, state, and district mandates is consistent in supporting student achievement. Some parents have visible leadership roles as required by the district, state, and federal government, but their influence may be limited to school-level committees.</p>	<p>Evidence demonstrates that school staff and parents are proficient in their understanding of the compliance requirements and their role in implementation. The school fully integrates their compliance work (Core Waiver, Title 1, LCFF, school-level committees) with their school culture, supporting student achievement as verified by data. Parents have the opportunity to lead meetings and training sessions.</p>
<p><input type="checkbox"/> 5B: Implementation is monitored for fidelity and quality.</p>	<p>Evidence shows that during the implementation of federal, state, and district mandates some important deadlines are missed. There is little evidence of monitoring for fidelity and quality.</p>	<p>Data shows that implementation is often monitored for fidelity and quality, but some tasks are completed after key deadlines.</p>	<p>Implementation of federal, state, and district mandates are timely and consistently monitored for fidelity and quality in meeting student achievement goals, as verified through evidence.</p>	<p>Evidence shows that parents are partners in the monitoring process and assist the school in fulfilling deadlines and objectives for meeting student achievement goals. Monitoring for fidelity and quality is consistent and transparent, as data suggests.</p>



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	Emerging	Approaching Competence	Competent	Highly Competent
<input type="checkbox"/> 5C: Usage of the Uniform Complaint Procedure (UCP) is diminished.	Evidence demonstrates that few parents and staff are aware of their rights under the UCP.	Data proves that some parents and staff are familiar with their rights under the UCP. There may be UCP complaints each year.	It is evident that most parents and staff are aware of their rights under the UCP. Printed materials describing the process are easily accessible at the school. UCP complaints are decreasing in number or nonexistent.	It is verified that parents and staff know their rights under the UCP. Information about the process is easily accessible. There are clear procedures to address parent concerns, making UCP complaints minimal or non-existent.
Reflection Questions: <ul style="list-style-type: none"> <input type="checkbox"/> How is your school building knowledge of and meeting district, state, and federal mandates? <input type="checkbox"/> How does your school monitor implementation in order to meet student achievement targets? <input type="checkbox"/> How can your school optimize the role of parents as it complies with district, state, and federal mandates? <input type="checkbox"/> How do parents and staff at your school make use of the Uniform Complaint Procedure (UCP) to advocate for the needs of students? 				