

To: Board of Directors

From: BCJ

Re: Community Vision & Goal Setting for the 2011-2012 School Year

Date: September 14, 2011

As you know from last year, we decided to step back this year and think more about the community goal and how best to hold ourselves accountable to making sure we are meeting the community engagement part of our mission.

The last sentence of our mission states: "With participation from our entire community, we strive to instill in each student a dedication to improving the world we inhabit." We want to be able to establish a vision and goals around accomplishing this directly AND to be able to establish a vision and goals around how well we engage our community more broadly since they are critical to all aspects of our work.

We engage our community so well in so many ways. And we are collecting so much information anecdotally from so many people reinforcing this. But as we grow and engage an increasingly large and increasingly diverse community, it is becoming ever more critical that we establish a shared way to capture and measure how well we are doing in engaging our community. This is important so that everyone is on the same page (and that principals, ED, teachers, and the Board don't have differing subjective viewpoints on how well we are doing this). This is also important so that we can glean important information from our community on how we can constantly improve in this area.

In reflecting on our efforts to set goals/metrics on community engagement, I feel we have fallen short in two key areas:

1. We have focused almost exclusively on measuring parent engagement and not on measuring the engagement of teachers and staff as critical members of our community
2. We have focused on self-reported satisfaction and not on more meaty measures of whether community members are satisfied.

To improve upon our measures, I propose the following changes:

1. We adopt measures for parents, teachers, and staff
2. We measure the results of satisfaction (e.g. what would community members be saying/doing if they were satisfied) not just self-reported satisfaction
 - a. For parents this means measuring whether they keep their child at LCS/LCW and whether they donate their time or money to our schools
 - b. For teachers, we use an externally vetted set of survey questions to measure organizational strength
3. We ask more pointed survey questions to get a richer picture of parental satisfaction. This means we ask about their satisfaction with their child's

educational, social/emotional, AND social justice experiences as well as asking about their experience as a parent.

This would mean we would adopt the following community goal areas:

- Parents
 - Do parents care enough about our school to send their child to school here next year
 - K-4 Retention to the next grade; 7th Grade Retention to 8th Grade
 - 5th grade Retention to 6th Grade
 - 6th Grade Retention to 7th Grade
 - Do parents care enough about our school to volunteer their time? *I want to reiterate that this is completely optional. No family will be turned away nor will they be made to feel uncomfortable if they cannot or do not want to volunteer their time. But we should hold ourselves accountable to reaching out to families to give them meaningful opportunities to participate this way.*
 - Parent Survey [mid year]
 - Do parents state that they are satisfied with the educational experience their child is having?
 - Do parents state that they are satisfied with the social and emotional experience their child is having?
 - Do parents state that they are satisfied with the parental experience they are having?
 - Do parents believe that we instill in their children a dedication to improving the world we inhabit?
- Teachers
 - Survey of Organizational Strength (Baseline in October – used to set goals; Real Data in April)
- Staff
 - Survey of Organizational Strength (Baseline in October – used to set goals; Real Data in April)