




## Rubric for Family Leadership and School Governance

For tools to strengthen your Family Leadership and School Governance teams visit [www.sfusd.edu/toolkit](http://www.sfusd.edu/toolkit)

### Core values:




- Schools respect and affirm the value of students’ diverse cultures, backgrounds and family structures.
- Families are empowered to be advocates for their own and other children, to ensure students are treated fairly and have equitable access to learning opportunities.
- Families are encouraged and empowered to participate in formal and informal structures for making decisions about their children, schools and the district.

Opportunities	 <p><b>BASIC</b> This is a starting place: <b><u>Baseline expectation.</u></b></p>	 <p><b>GROWING</b> This is intentional and expanded planning/programming/resource allocation</p>	 <p><b>THRIVING</b> This is high-level engagement, with integrated programming and some attention to sustainability</p>
Building Community and Family Leadership	<ol style="list-style-type: none"> <li>1. School has established a family partnerships team that designs and coordinates family engagement efforts at the school.</li> <li>2. School has a parent/family-led organization (such as a PTA or an independent parent group).</li> </ol>	<ol style="list-style-type: none"> <li>1. School has an active family partnerships team of families, community partners and school staff that meets regularly, and informs decisions about how to engage families in the academic process.</li> <li>2. Parent/family groups are focused on equitable opportunities for all students, and consider Balanced Score Card priorities when deciding goals &amp; projects.</li> <li>3. School helps connect students and families to SFUSD and community-based training and leadership development programs.</li> </ol>	<ol style="list-style-type: none"> <li>1. School has an active family partnerships team that reflects the diversity of the student population, and leads the school's family engagement strategies.</li> <li>2. Funds raised by the parent/family group to support the school are allocated based on priorities in the Balanced Score Card.</li> <li>3. School helps connect student and family leaders with district-level advisory committees and opportunities.</li> </ol>




*SFUSD Family Partnership Standards addressed in this rubric: Valuing Diversity; Speaking up for Every Student; and Sharing Power and Decision-Making.*

*Self-Assessment Checklists addressed: Sharing Power and Practicing Democracy; Bridging Racial, Class and Cultural Differences; and Families as Advocates.*

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<p><b>School-site Planning Process</b></p>	<ol style="list-style-type: none"> <li>1. School sends home surveys (translated into home languages as needed) to identify families' suggestions and priorities.</li> <li>2. School informs families about important issues and changes in school programs or policies through flyers, newsletters and school events.</li> <li>3. School's Balanced Score Card includes at least one strategy for improving family engagement and partnerships. Title I funded schools have a Parent Involvement Policy on record.</li> </ol>	<ol style="list-style-type: none"> <li>1. School staff or parent leaders contact families, to hear their ideas and encourage them to participate in surveys and community meetings.</li> <li>2. School uses multiple means to inform families about important issues and invite them to decision-making meetings about school program and policies.</li> <li>3. School team sets goals and develops an action plan for family and community engagement with input from educators, families, and partners and shares with all stakeholders in the school community.</li> </ol>	<ol style="list-style-type: none"> <li>1. Team of staff and families reach out to hear from families who reflect the diversity of the student population, to ensure their voices inform school planning and decision-making and to encourage them to participate.</li> <li>2. School informs families about important issues and opportunities to participate in leadership teams and decision-making meetings, through flyers, newsletters, phone calls, text or email, as well as personal invitations.</li> <li>3. School team implements the action plan and refers to it throughout the year to ensure all family partnership activities are aligned with the plan's implementation.</li> </ol>

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<b>School-site Governance</b>	<ol style="list-style-type: none"> <li>1. Meetings of the SSC, ELAC and other committees with decision-making power and/or influence are announced ahead of time. Interpretation is provided for families who RSVP in advance. Refreshments are served.</li> <li>2. Family representatives are elected to the School Site Council (SSC), and representatives participate on the English Learner Advisory Committee (ELAC) and other committees with decision-making power and/or influence.</li> <li>3. A representative of the SSC participates in the district’s annual School Planning Retreat. The school holds two community meetings to inform development of the Balanced Score Card.</li> </ol>	<ol style="list-style-type: none"> <li>1. Meetings of the SSC, ELAC and other committees are held at various times of day, to accommodate different work schedules (e.g. alternate mornings and evenings). Interpretation, childcare and food are provided for all participants. Meetings include activities to build relationships and community among participants.</li> <li>2. Family members who represent the school’s student populations participate on the SSC, ELAC, and other leadership teams. Time is dedicated at School Site Council meetings to address the needs of English Learners, students receiving Special Education services, and other focal student populations.</li> <li>3. A few family representatives participate in the district’s annual School Planning Retreat. A large number of families participate in the school’s BSC community meetings.</li> </ol>	<ol style="list-style-type: none"> <li>1. Multiple sessions of meetings are held at different times, to accommodate different schedules (such as one in the morning and another in the evening). Childcare, food and interpretation are provided. Schools with many families who speak a language other than English alternate the language for facilitating meetings (for example, by conducting a meeting in Spanish with interpretation into English). Facilitators use clear and consistent meeting norms and include Restorative Practices techniques, such as Circles, to build community and ensure all participants have equitable opportunities to share ideas.</li> <li>2. Families who reflect, represent and speak up for the school’s student populations participate on the SSC, ELAC, and other leadership committees. Time is dedicated at school meetings to address the needs of English Learners, students receiving Special Education services, and other focal student groups. The SSC includes representatives of the school’s English Learners and students with IEPs.</li> <li>3. A team of students, staff and families participate in the district’s School Planning Retreat, and share what they learned at a school community meeting. Students and families reflecting the student population participate in community meetings to develop the Balanced Score Card.</li> </ol>