Family Engagement and Partnership Plan
February 2012

WORKING DRAFT

San Francisco Unified School District (SFUSD)
Office of Family and Community Engagement (OFACE)
Student, Family, & Community Support Department
555 Franklin Street, San Francisco, CA 94102
Tel: 415-241-6185
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I. Executive Summary

Context: Strategic Planning Initiative

The Family Engagement & Partnership Plan (FEPP) is housed under a bigger umbrella within the district priorities. Currently, there are 13 Strategic Planning Initiatives (SPIs) and family engagement is one of these. These SPIs came from our SFUSD Strategic Planning process “Beyond the Talk” and are provided with additional support structures to monitor and provide feedback on progress.

Board of Education resolution

In May 2009, Commissioners Norman Yee and Sandra Fewer wrote Board resolution No. 94-28A2 Parent Engagement and Partnership Plan (see appendix A) which was instrumental in creating the framework for our current Family Engagement and Partnership Plan.

What we've learned from

In order to be able to create the Family Engagement & Partnership Plan, our office, embarked on a series of informal conversations to determine our greatest challenges and current practices around family engagement efforts district wide. Part of this work included more extensive conversations with office leadership staff, Family Liaisons, school administrators, district leadership, partner districts nationwide, local CBOs and organizations serving families in San Francisco. This process involved asking essential questions, sharing particular elements of the FEPP, and obtaining valuable feedback. We also collaborated on creating deliverables with internal and external stakeholders- many of which are included in the appendix section of this plan. The results of this strategy for stakeholder engagement are documented in the FEEP to the best of our capacity. Due to the general sense that there is a lack of transparency with district efforts and policies, the activities in the FEPP focus on building trust with families and communities.

We learned that families do not understand the process of communicating concerns, questions, and complaints. Thus, we have launched multiple resources to assist school sites with this process. This year we began implementation of the Family Concern Tool Kit, a series of
forms that aim to help families be better advocates for their children (see appendix B). Another new tool developed this year is the Family Engagement Assessment Tool (see appendix C), which provides all schools a rubric to define meaningful family engagement.

Another major find was the lack of diversity around family engagement efforts across our communities. We have responded to this lack of equity and access by implementing an institutionalized approach to diversity that includes it in our Professional Development framework and approach to meaningful family engagement. We hope to build more staffing to be more inclusive of all communities we serve.

What we've done

- First ever Family Liaison retreat – a two-day event held in August 2011 that allowed Family Liaisons to collaborate on: the Family Engagement and Partnership Plan, provide input on scope and sequence of professional development and engage in team building exercises.
- Redefined role through job description (see appendix D) of Family Liaisons to enhance services to families and ensure consistency across the schools we serve.
- Created a monthly Office of Family and Community Engagement Newsletter to build more consistent channels of communication with Family Liaisons, Principals, Directors and Assistant Superintendents, serving our focus schools.
- Office of Family and Community Engagement in conjunction with Family Liaisons has created a pilot program using Data Director to identify focal students/families that require additional support systems, resources and meaningful relationships to support student learning.
- Created a yearlong scope and sequence for professional development of Family Liaisons, with monthly meetings planned in advance through June. Various district departments are included in these meetings in an effort to begin weaving family engagement into the fabric of the district (see appendix F).
- Office of Family Voice has completed and begun implementing the Family Concern Toolkit, training a variety of stakeholders. This is enabling us to track family complaints/concerns and analyze the data for trends and proactive interventions.
- Office of Family and Community Engagement leadership staff participated in a 4-day National Equity Project “Leading for Equity” retreat.
  - New leadership in the Office of Family and Community Engagement and The Translation and Interpretation Unit. This is coupled with new, diverse and multi-lingual Family Liaisons.
• Created a new position: the Communications and Technology Coordinator, who is currently producing videos that capture best practices in family and community engagement across the district and focusing on developing a multi-faceted communications plan for families to interact with the district more regularly.

• Office of Family and Community Engagement staff along with the Translation & Interpretation Unit (TIU) staff participated in a full-day ropes course to build team work and collaboration skills.

What we will do

Video guides and series: We will launch an increasing series of “Family Engagement: Promising Practices Guide” which will feature SFUSD schools that are demonstrating strategies that highlight promising practices with different cultures and grade levels. Another project we will launch the following year is “Family Advocacy: Video Series,” which will include helpful examples of how families can navigate our educational system in an informed manner such as: questions to ask during parent conferences, how to read your child’s report card, and how to interpret CLA/CST scores.

Integration of Family Engagement Strategies into School and District Governance Structures

Site Balanced Score Card (BSC). Through the SFUSD Strategic Plan Goal 3.2, all San Francisco public schools are expected to use a Balanced Score Card to guide planning and a support a continuous cycle of improvement. In the BSC, family engagement will be increasingly integrated as a core instructional strategy directly linked to learning. OFACE will provide support to both principals and FLs so that this work can be accomplished in a meaningful way that has positive real life implication for the families and students attending respective schools. In the schools in which Family Liaisons are placed, FLs will meet with principals to support meaningful integration of family engagement strategies into the BSC. Support will help sites integrate and align parent engagement activities with schools’ existing programs, governance structures, curricula, and strategies. It is a long-term goal that this support is provided to all schools. OFACE will provide this support to schools as requested and seek funding to expand supportive services as possible. It is our vision that in the next few years, we are able to have the BSC be an organizing tool for families around understanding the various levels of participation.

Individualized Site Governance Structures (SSC, ELAC). To address the wide diversity of students in SFUSD, schools employ multiple and varied operational and instructional strategies.
Schools will be encouraged to follow state compliance around the formation and administration of SSC and ELAC in particular. In the future, our goal is to identify district promising practices in SSC and ELAC governance structures. We hope to connect in more meaningful ways to the BCC and DELAC district-governing bodies so that we identify shared priorities that allow for more collaboration in engaging our English Learner families. Our approach will be to formalize communication between school site governance, district governing bodies, and the OFACE. We hope to convene a forum to create action plans that allow families to have an influence.

**School Administrator Accountability.** By providing a clear definition of Family Engagement and providing our most underserved school communities with the support of a Family Liaison, the district expects our schools to be held accountable to Goal 3.2. SFUSD has promoted family engagement by linking family engagement to instructional goals through a number of modalities, one of them being the Leadership Competencies, which serve as a guide for all SFUSD administrators. “Family, community, and school engagement” is one of seven leadership competency areas in which: Assistant Superintendents, Executive Directors, and Principals are assessed annually. This tool will provide the vehicle for shared reflection of success with family engagement and reinforce the need to integrate family engagement strategies into aspects of each administrator’s work. As the OFACE in concert with district leadership, solidifies and articulates family engagement expectations and clear quality standards, the extent to which the OFACE will be able support schools in implementing family engagement practices will be bolstered. Enhanced clarity around expectations will correspond to the strengthening of this evaluation tool, which will in turn increase site accountability to families and the District leadership and staff. Through conversations with internal and external partners, we will determine our future steps around implementation.

**Communication Plan.** OFACE will take advantage of every internal communication tool to its disposal. To support the effort to ensure the OFACE’s vision, core values, and action steps are publicly visible and transparent to families and the community, the OFACE Community & Technology Coordinator is in the process of working with the Office of Public Outreach and Communication to develop and implement a Communication Plan.

**Inter-department Collaboration.** The OFACE will be more strategic in efforts to collaborate with SFUSD departments. To do this, the OFACE will have one focused partnership with one department or strategic priority area per year, rotating department each subsequent year. Our
goal with these strategic collaborations is to build capacity around the family engagement work through the various internal departments.

**Strategic Partnerships.** The OFACE is in the process of beginning a partnership with the Early Education Department (EED). This collaboration consists of 5 different agencies, childcares, and state/city pre-schools. The goal is to have aligned assessment and professional development. The Seattle team has presented to us and the next steps are for SFUSD to present their work to them. Our goal is to focus on implementing pre-school-3rd grade coherence with input from internal (other departments) and external (other districts).

The second component to the OFACE collaboration with EED will assist in the work currently happening around creating meaning family engagement in the early education sites. We assisted EED in launching is the Early Education Summit that was created with the goal of finding out what families and community members think about school readiness based on a set of guiding questions. This is a beginning point to start to do community-based training with EED.

There are numerous smaller projects currently occurring in partnership with other departments. Some include: 2011-2012 ELD Report Card occurring at selected elementary schools, Restorative Practices mediation work with families/school communities and LGBTQ youth work.

**Family Engagement Assessment Tool.** OFACE is in the process of determining implementation steps for the Family Engagement Assessment Tool to be used by district department and school site teams. The tool will help teams reflect upon and family-school-community partnerships through a process of rating themselves in the six tenets previously outlined.

The OFACE plans to pilot the assessment tool with specific sites to gather input and feedback about the efficacy and helpfulness of the tool. Following this pilot, staff will share the findings with the Family Liaisons and/or area leadership teams. The tool will first be used as a guide in offering a point of reflection and a mechanism for the OFACE to gather data about support needed (or requested) at individual schools sites. However, if well received and utilized, the long-term goal is to integrate the findings with the Leadership Competencies (discussed above), leadership evaluation tools, and school BSC.

**Best Practices: Video Series and Written Content.** The OFACE Community and Technology Coordinator is currently creating video snapshots of best practices implemented by Family Liaisons and school sites that specifically connect to our framework for meaningful family
engagement. They aim to capture and share promising practices to assist all schools in providing culturally competent and meaningful family engagement activities. Flynn Elementary School in the Mission Zone is the first school to participate. The goal is to steadily increase the amount of videos and written information we provide.

**Coherence: Partnership from all SFUSD members**

**Internal Partnerships:**

- **Key District Partners: School governance groups:**
  - Parents Advisory Council (PAC)
  - District English Learners Advisory Committee (DELAC)
  - PTAs, PTSOs and other groups (informal)

  OFACE plans on jointly creating a more formalized communication structure for each of these governance groups so that each group can share what updates and important events, activities or milestones. Our goal would be to serve as the central membrane in synchronizing work streams and goals.

  **FEEP Steering Committee** (multi-body SFUSD representation)- The goal of this committee would be to gather input on the strategic direction of family engagement work. This would be a way to create points of intersection with the work happening in other departments.

  **Community School Forum.** Since our goal is to bring the community school work internally, we are in the input gathering stages of determining what this will specifically look like. Thus, the Community School Forum convened by SFUSD and DCYF will hold a meeting during Spring 2012 to identify points of intersection between family, community, and District.

  **The Family and Community Engagement Collaborative.** This Collaborative began meeting monthly in November 2011 and is attended by Family Liaisons, and Community School Coordinators, Directors of Family and Community Engagement and both Assistant Superintendents in the zone. The goal is to identify shared work streams between community school leaders and family liaisons.

  **LEAD Team.** OFACE hopes to begin the pilot of OFV data sharing with the LEAD team. This data is currently being gathered on a monthly basis. It includes trends in concerns disaggregated by schools, concern type, and frequency. The conversations are in the beginning stages to develop a shared plan to address frequently noted concerns from the Family Concern
Tool Kit with school leadership and staff as a way of being proactive in aiming to reduce the number of complains that come into OFV.

1) External Partnerships

Community Based Organizations. The OFACE will identify key current and future CBO partners and create a CBO resource matrix. Departments and sites will be provided this list of CBOs that includes information such as the location/zone, resources available, and services provided.

Parent Engagement Coalition. The Parent Engagement Coalition (PEC) is a network of multi-racial community-based organizations that collaborate to increase family engagement and leadership in schools and communities across San Francisco. We share a vision that authentic family involvement is central to any educational reform platform and critical to improving student success.

Some key partners in the coalition include but are not limited to: Support for Families, Mission Graduates, Our Family Coalition, Parents for Public Schools, Chinese for Affirmative Action, Coleman, PAC, and PTA) that began meeting monthly in the Spring of 2011.

As a coalition, we:

- Collaborate to advance specific projects.
- Support and monitor SFUSD strategies, initiatives and commitments.
- Advocate for policies, practices and funding that support parents and families from low-income communities.
- Disseminate best practices and work together to avoid service duplication.
- Act as thought partners with SFUSD leadership and serve as a communication conduit for key District initiatives.

The PEC allows SFUSD to utilize CBOs as thought partners. The Coalition is currently identifying visions, missions and alignment, for each CBO, identifying one specific point of collaboration (e.g. Coleman focuses on A-G; Support for Families focuses on how to advocate for families that have students in special education).
Conclusion

The Office of Family and Community Engagement has identified various ways to build more meaningful family engagement at school sites by connecting data more clearly to student achievement along with other important measures. It is clear that although we have started to make gains with our underserved student population, there is still a lot of work to be done. The FEPP will be successful by enlisting all stakeholders (families, teachers, administrators, community partners) into the process. Our district has not only invested in the success of our students but also our families. Families will be given the necessary knowledge and skills to be proactive advocates for their children. It is essential that we provide families with multiple opportunities to be engaged as educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families.
II. Family and Community Engagement in SFUSD

"When parents are involved in their children's education at home, they do better in school. And when parents are involved in school, children go farther in school and the schools they go to are better." - A New Generation of Evidence: The Family is Critical to Student Achievement. (Henderson & Berla, 1994)

There is a rich abundance of evidence demonstrating that family engagement is a fundamental ingredient for children’s success in school. Research, data, and experience also suggest that there is a strong return on investment in family involvement support services. Researcher Karen Smith Conway, professor of economics at the University of New Hampshire, found in her studies that “Parental effort is consistently associated with higher levels of achievement, and the magnitude of the effect of parental effort is substantial.”

Understanding this vital role that family engagement plays, the SFUSD is actively seeking to enhance efforts to engage parents and other family members in children’s education. The District’s Strategic Plan, Beyond the Talk, emphasizes importance of family engagement. Board Resolution No. 94-28A 2- Parent Engagement and Partnership Plan (appendix A) further demonstrates the commitment to family engagement and provides direction for strengthening family engagement throughout the District. This plan and the Office of Family and Community Engagement (OFACE) are informed and guided by both the Strategic Plan and Board Resolution No. 94-28A-2.

Imbedded in both of these official documents is the conviction that we, as a District, must be more intentional about the families we empower and provide with services and support. The foremost goal of SFUSD’s strategic plan is to make progress in closing the substantial disparities in school achievement that play out along racial, socio-economic, and linguistic lines. Superintendent Carlos Garcia’s statement, “The San Francisco Unified School District sees the achievement gap as the greatest social justice/civil rights issue facing our country today; there cannot be justice for all without closing this gap,” exemplifies his conviction to narrow the achievement gap and captures the core sentiment of the District’s strategic plan. In order for this to happen, families must be involved in children’s education. Specifically, we need to make specific efforts to empower African American, Latino, and Samoan families by ensuring that they are involved in decision-making, and represented in systemic efforts to close the achievement gap. The Office of Family and Community Engagement will lead this effort.

Overview of Office of Family and Community Engagement (OFACE)

The first centralized effort to support family engagement began in 2000 with the creation of the “Parent Relations” department. In its initial state, the office of Parent Relations began to outreach to parents and share information on school site status. Over a decade of this work in this

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1 A New Generation of Evidence: The Family is Critical to Student Achievement. (Henderson & Berla, 1994).
2 Cite – see Seeing is Believing
area has taught us many promising practices and provided critical feedback to improve our efforts. Most recently, the office is aiming to expand the family engagement efforts by reaching out in a targeted fashion to other family members and community partners, as indicated by the department’s change in name to the Office of Family and Community Engagement (OFACE).

OFACE provides district-wide resources and training to administrators and site staff, coordination, supervision, and critical feedback to Family Liaisons at 40 schools. Additionally, our role is to strengthen relationships with other district departments and community partners. Undergirding the work is a district commitment to provide San Francisco’s diverse families with multiple engagement opportunities and communication mechanisms to maximize parent and family involvement in students’ education. The OFACE aims to improve district-wide practices, protocols, and partnerships by addressing the wide-ranging needs of parents and families in a multifaceted and accommodating manner. While much of the current work and plan is focused on services to families, the office plans to further integrate community work into the plan in future years.

III. Mission, Vision, and Beliefs

Mission: The mission of the Office of Family and Community Engagement is to formalize and popularize SFUSD’s vision for engaging and empowering all families through participation in a variety of roles across the district with special attention to engaging historically marginalized families in leadership and partnership opportunities.

Vision: All families and communities are meaningfully engaged to support students in their learning, growth and development into high school graduates, ready for college and careers equipped with the skills, capacities, and dispositions necessary for 21st century success.

OFACE defines meaningful family engagement as the process of providing concrete family support that builds reciprocity through the coalescence of personalization, affirming diversity, connecting to student learning, and sharing power in decision-making.

San Francisco integrated research from Dr. Joyce Epstein, Director of the Center on School, Family, and Community Partnerships at John Hopkins University, the National PTA standards, and the Parent Services Project, a non-profit based in San Rafael, CA dedicated to serving families in working in partnership with educators. We then adapted these frameworks to meet the
needs of SFUSD’s distinct and diverse population. This definition of family engagement includes the following six key tenets:

1. **Building Relationships**: Engaging in respectful actions that welcome and connect families to the site.
2. **Linking to Learning**: Providing and encouraging activities that support family involvement in children’s learning at home or at school.
3. **Affirming Diversity**: Ensuring that actions are inclusive and respectful of all cultures and family structures.
4. **Building Reciprocity/Two-Way Communication**: Developing and maintaining actions and processes that allow for mutual exchange of information.
5. **Sharing Power/Decision-Making**: Conducting actions and opportunities that engage families as decision-makers and leaders.
6. **Concrete Family Support**: Providing families with access to information, community resources, and services.

This framework has defined a Family Engagement Assessment tool (see appendix C) that will be distributed to all school leaders and communities as a way of providing a rubric on what successful family engagement looks like.

**Beliefs**: In order to accomplish this mission and vision, OFACE operates under a set of beliefs that inform every aspect of family and community engagement work. These beliefs are as follows:

- We must understand that engaging families is a shared responsibility that enlists schools, community partnerships, district, in a mutual commitment to be advocates for their children’s learning and development.
- We will provide families with access to information, community resources and services, as we understand that it is a critical element to closing the achievement gap and high student achievement.
- We must provide respectful actions that welcome and connect families to the district and schools.
- We affirm and value diversity by building awareness, understanding, and inclusion across all cultures and family structures.
- We must allow families to share power in decision-making and leadership at all our schools.

**IV. Project Plan**

As we have concluded our first semester of transformational work around family engagement, we have many accomplishments to be proud of.
A. Recent Accomplishments

- First ever Family Liaison retreat – a two-day event held in August 2011 that allowed Family Liaisons to collaborate on: the Family Engagement and Partnership Plan, provide input on scope and sequence of professional development and engage in team building exercises.
- Redefined role through job description of Family Liaisons to enhance services to families and ensure consistency across the schools we serve.
- Office of Family Voice has completed and begun implementing the Family Concern Toolkit, training a variety of stakeholders. This is enabling us to track family complaints/concerns and analyze the data for trends and proactive interventions.
- All Family Liaisons have a computer or laptop available for their use.
- Created a new position: the Communications and Technology Coordinator, who is currently producing videos that capture best practices in family and community engagement across the district and focusing on developing a multi-faceted communications plan for families to interact with the district more regularly.
- Office of Family and Community Engagement staff along with the Translation & Interpretation Unit (TIU) staff participated in a full-day ropes course to build team work and collaboration skills.
- Created a monthly Office of Family and Community Engagement Newsletter to build more consistent channels of communication with Family Liaisons, Principals, Directors and Assistant Superintendents, serving our focus schools.
- Office of Family and Community Engagement in conjunction with Family Liaisons has created a pilot program using Data Director to identify focal students/families that require additional support systems, resources and meaningful relationships to support student learning.
- Created a yearlong scope and sequence for professional development of Family Liaisons, with monthly meetings planned in advance through June. Various district departments are included in these meetings in an effort to begin weaving family engagement into the fabric of the district.
- New leadership in the Office of Community and Family Engagement and The Translation and Interpretation Unit. This is coupled with new, diverse and multi-lingual Family Liaisons.
B. District-wide Strategies to Build District and Site Capacity

We believe that a sweeping systemic change is necessary in order to bring about the ripe conditions that will foster a district culture that supports meaningful family engagement. Our implementation plan focuses on building wins that highlight best practices to allow SFUSD to take family engagement to scale at all our schools.

1. OFACE Role and Expectations

The single most important component that will add to the success of our work around family engagement is the human capital to sustain the work on both the micro (school sites) and the macro (district-wide) levels. This involves refining existing roles to maximize meaningful family engagement practices. We understand that in order for the OFACE to expand family engagement to all district sites, we must build our staffing model to develop support, curriculum, training, and workshops.

   Strategic Staffing.

Integration of Family Engagement Strategies into School and District Governance Structures

Site Balanced Score Card (BSC). Through the SFUSD Strategic Plan Goal 3.2, all San Francisco public schools are expected to use a Balanced Score Card to guide planning and a support a continuous cycle of improvement. In the BSC, family engagement will be increasingly integrated as a core instructional strategy directly linked to learning. OFACE will provide support to both principals and FLs so that this work can be accomplished in a meaningful way that has positive real life implication for the families and students attending respective schools. In the schools in which Family Liaisons are placed, FLs will meet with principals to support meaningful integration of family engagement strategies into the BSC. Support will help sites integrate and align family engagement activities with schools’ existing programs, governance structures, curricula, and strategies. It is a long-term goal that this support is provided to all schools. OFACE will provide this support to schools as requested and seek funding to expand supportive services as possible. It is our vision that in the next few years, we are able to have the BSC be an organizing tool for families around understanding the various levels of participation.
School Administrator Accountability. By providing a clear definition of Family Engagement and providing our most underserved school communities with the support of a Family Liaison, the district expects our schools to be held accountable to Goal 3.2. SFUSD has promoted family engagement by linking it to instructional goals through a number of modalities, one of which is the Leadership Competencies, which serve as a guide for all SFUSD administrators. In fact, “Family, community, and school engagement” is one of seven leadership competency areas in which: Assistant Superintendents, Executive Directors, and Principals are assessed annually. This tool will provide the vehicle for shared reflection of success with family engagement and reinforce the need to integrate family engagement strategies into multiple components of each administrator’s work. As the OFACE, in concert with district leadership, solidifies and articulates family engagement expectations and clear quality standards, the extent to which the OFACE will be able support schools in implementing family engagement practices will be bolstered. Enhanced clarity around expectations will correspond to the strengthening of this evaluation tool, which will in turn increase site accountability to families and the District leadership and staff. Through conversations with internal and external partners, we will determine our future steps around implementation.

Individualized Site Governance Structures (SSC, ELAC). To address the wide diversity of students in SFUSD, schools employ multiple and varied operational and instructional strategies. Schools will be encouraged to follow state compliance around the formation and administration of SSC and ELAC in particular. In the future, our goal is to identify district promising practices in SSC and ELAC governance structures. We hope to connect in more meaningful ways to the BCC and DELAC district-governing bodies so that we identify shared priorities that allow for more collaboration in engaging our English Learner families. Our approach will be to formalize communication between school site governance, district governing bodies, and the OFACE. We hope to convene a forum to create action plans that allow families to have an influence.

Evaluation. Gathering, analyzing, and using family engagement data to inform practices can undoubtedly be a lever for change. The OFACE is building internal capacity to develop meaningful indicators of family engagement success, collecting this data, and using it as part of a continuous improvement cycle. Use of data for evaluation and improvement purposes is currently underway in three innovative areas of work: 1) Family Concern Tool Kit; 2) Data Director Focal Family Pilot and 3) Family Engagement Assessment Tool. The OFACE understands the value in expanding the repertoire of evaluation strategies employed district-wide
and will seek external funding as available to broaden the techniques used to assess family-school connections.

2. Internal and External Communication and Collaboration
During our community feedback process on action items for the OFACE to prioritize, a recurring theme was around the lack of transparency SFUSD has in building strong structures that allow for two-way communication to occur on a consistent basis. This has created a distrust between SFUSD and the families and community it serves that OFACE seeks to actively rebuild.

Strategic Plan. A formal and documented family engagement strategic plan is of the utmost importance because family engagement work is shared among all of us. The OFACE provides the infrastructure through which strategies can be delivered, but effective partnerships with families, personnel, and entities district-wide are the key to affecting positive change. This strategic plan provides an implementation plan through which the OFACE can set the direction and priorities, align activities with district-wide strategic priorities, and articulate a shared vision of family engagement. This plan will also allow the OFACE and the District to communicate the message and core work being conducted with others. We recognize that this plan may undergo changes in subsequent years that reflect feedback from family members and other partners and we welcome these changes.

Communication Plan. OFACE will take advantage of every internal communication tool to its disposal. To support the effort to ensure the OFACE’s vision, core values, and action steps are publicly visible and transparent to families and the community, the OFACE Community & Technology Coordinator is in the process of working with the Office of Public Outreach and Communication to develop and implement a Communication Plan.

SharePoint. The ‘SharePoint” or web based intranet is part of our internal communication plan. This plan aims to improve our internal communication amongst the OFACE leadership team, FL’s and TIU staff. This system will be “the toolbox” that all our staff members can use as way to exchange, receive, share many types of information. Eventually, we will make components of the SharePoint system available to families and CBOs that wish to access our internal resources.

Below is a visual example of the main screen we have developed on SharePoint.
Newsletters. This year, the OFACE began disseminating a monthly newsletter to sites at which Family Liaisons are located. This has been a very well received process at our focal schools; the OFACE plans to explore disseminating a monthly newsletter district-wide in upcoming years.

Inter-department Collaboration. The OFACE plans to become more strategic in efforts to collaborate with SFUSD departments. To do this, the OFACE will have one focused partnership with one department or strategic priority area per year, rotating department each subsequent year. Our goal with these strategic collaborations is to build capacity around the family engagement work through the various internal departments.

EED in collaboration with OFACE will assist in the work currently happening around creating meaning family engagement in the early education sites. We assisted EED in launching is the Early Education Summit that was created with the goal of finding out what families and community members think about school readiness based on a set of guiding questions. This is a beginning point to start to do community-based training with EED.
There are numerous smaller projects currently occurring in partnership with other departments. Some include: 2011-2012 ELD Report Card occurring at selected elementary schools, Restorative Practices mediation work with families/school communities and LGBTQ youth work.

3. Culturally Competent Resources and Tools

We learned that families do not understand the process of communicating concerns, questions, and complaints. Thus, we have launched multiple resources to assist both families and school sites with this process. Key among those new protocols developed in 2011-2012 are: the Family Concern Tool Kit, the Family Engagement Assessment Tool, and a Best Practices Guide and Video Series, all of which are described below. Other ongoing tools and resources include: translation and interpretation services, data via Data Director, and tracking Office Family Voice concern trends.

Family Concern Tool Kit. The Office of Family Voice (OFV) first began to provide services to families in August 2009 to promote accountability to families by providing a formal vehicle for families to share concerns with the District. The OFV, in close collaboration with community-based organizations and parents, developed a Family Concern Tool Kit in 2011 (see appendix B) to assist families in the process of filing complaints and voicing concerns to the SFUSD. The design and administration of this tool is a significant accomplishment that directly responds to family members’ vocalization that they had nowhere to express concerns or complaints.

Currently, families are able to use the Family Concern Tool Kit to report a concern about an incident at a school, request an investigation, file a formal complaint, provide feedback about a specific school’s program and/or leadership, report a concern about any district policy or procedure (i.e. placements, transfers, graduation requirements, A-G policy, budget allocations, etc.), inquire about district procedures for disciplinary actions (i.e. suspensions, expulsions, bullying etc.), ask for a conversation with the Assistant Superintendent who supervises the school's principal; or voice other SFUSD-related concerns. Individual concerns are responded to by the OFV Coordinator based upon a standardized work flow process in which families are requested to speak first with teachers and principals, then with an Assistant Superintendent, and finally seek resolution support at the District level. Thus far, the OFACE staff has received
complementary feedback about this process with the vast majority of concerns being resolved in a timely and effective manner.

All family complaints and concerns began being tracked in a database in the 2011-2012 school year. Data gathered through this process allows the OFV and OFACE to go beyond individual responses and intervene in frequently occurring problem areas as identified through trends in data. For instance, if there are a number of concerns reported in a specific area (e.g. bullying, enrollment policies, or principals), the OFACE is able to identify these trends and present them to the appropriate leadership bodies, departments, or sites for discussion and further resolution.

Building on the momentum of the OFV Family Concern Tool Kit’s administration and effectiveness so far, the OFV plans to advance data collection functionality. The OFV plans to expand data collected by encouraging families to share positive experiences as well as suggestions or recommendations. Similarly, the OFV is considering options for increasing the functionality of the database so that data may be disaggregated into more categories. For instance, bullying now is lumped under two categories – “bullying” and “bullying – physical.” However, OFV aims to increase the capacity of data disaggregation so that types of bullying can be identified (e.g. race, religion, sexuality, ability, gender). The OFACE plans to work with the Restorative Practices team within Student Support Services to examine their database, which could potentially serve as a model because of its disaggregation capacities. OFV seeks to identify special Community-Based Organizations (CBOs) that can provide trainings that aim to reduce concern trends and launch pilot sites that examine pro-active practices to reduce concerns.

4. Future Plans

**Family Engagement Assessment Tool.** OFACE is in the process of determining implementation steps for the Family Engagement Assessment Tool to be used by district department and school site teams. The tool will help teams reflect upon and family-school-community partnerships through a process of rating themselves in the six tenets previously outlined.

The OFACE plans to pilot the assessment tool with specific sites to gather input and feedback about the efficacy and helpfulness of the tool. Following this pilot, staff will share the findings with the Family Liaisons and/or area leadership teams. The tool will first be used as a
guide, offering a point of reflection and a mechanism for the OFACE to gather data about support needed (or requested) at individual schools sites. However, if well received and utilized, the long-term goal is to integrate the findings with the Leadership Competencies (discussed above), leadership evaluation tools, and school BSC.

**Best Practices: Video Series and Written Content** OFACE will work on the creation of a virtual video library snapshots of best practices implemented by Family Liaisons and school sites that specifically connect to our framework for meaningful family engagement. They aim to capture and share promising practices to assist all schools in providing culturally competent and meaningful family engagement activities. Hillcrest Community School is the first school to participate. The goal is to steadily increase the amount of videos and written information we provide.

**Additional Tools and Resources:**

- **Translation and Interpretation Unit (TIU):** Focuses on bridging the language gap between English Language Learner families. This empowers EL families to feel comfortable attending school events, meetings, and voice their opinion.

- **School Loop:** We hope to be able to build parent advocacy to support School Loop use as an expectation at every school site. We have found the use of this program by school staff to provide an invaluable link between school and home.

- **Data Director:** Utilize data to connect family engagement activities and student achievement. It allows Family Liaisons a direct link to access other data to share with families.

**Professional Development and Training.** The OFACE acknowledges that it is just as important to critically engage families at schools not currently being served by our Family Liaison program. Thus, the OFACE will develop professional development modules for administrators, school staff, and families, on areas such as: culturally competent family engagement strategies; engaging English Language Learner families; meaningful family engagement; linking family engagement to learning; family advocacy; school governance opportunities and general best practices. The OFACE will also develop modules for CBOs to disseminate information to families and support families in advocating for student family members.

OFACE’s long-term goal is to implement a “Family University,” housed in a future Family Welcome Center that provides families education on a variety of topics from life skills to academic content.
C. Strategic Family Engagement

The OFACE understands that families are the primary leaders and advocates for their children and that engaged families could considerably support student achievement. Based on that understanding, SFUSD is committed to supporting all families in engaging in their children’s education. However, while family engagement is important at all schools and for all families, the Office of Family and Community Engagement will provide extra support to historically disempowered families to increase their involvement with students’ education. To do this, SFUSD must be more aggressive in partnering with families to overcome systemic and cultural barriers, creating welcoming and safe environments, communicating the importance of family engagement, and clarifying school expectations about what the school expects of families. The OFACE will provide direct support to schools through onsite Family Liaisons and a variety of other strategies aimed at increasing the engagement of under-engaged families.

1. Family Liaisons (FLs)

Family Liaison District-wide Roles and Structures. The role of the Family Liaison program, which provides service to a total of forty-school sites, is a concrete action strategy furthering the District’s commitment to access, equity and the closing of the achievement gap. Over the last ten years, Family Liaisons (formerly Parent Liaisons) have been crucial to the establishment of family engagement in schools with traditionally under-engaged families. The table below provides an overview of the sites at which OFACE funded Family Liaisons are placed.
Table 1: Schools with Family Liaisons*

| 2. Bret Harte ES              | 22. James Denman MS                     |
| 5. Carver ES                  | 25. Malcolm X Academy                   |
| 6. Cesar Chavez ES            | 26. Marina MS                           |
| 11. Daniel Webster ES         | 31. MLK MS                              |
| 13. Everett MS                | 33. Muir ES                             |
| 14. Fairmont ES               | 34. Paul Revere                         |
| 15. Flynn ES                  | 35. Rosa Parks ES                       |
| 16. Francisco MS              | 36. Sanchez ES                          |
| 17. Glen Park ES              | 37. Sheridan ES                         |
| 18. Hillcrest ES              | 38. Starr King ES                       |
| 20. ISA                       | 40. Visitacion Valley MS                |

*OFACE is responsible for these forty schools. However, there are 9 more Family Liaisons who are funded by their own school.
Fast Facts

26
Number of elementary schools served by a Family Liaison

14
Number of middle and high schools served by a Family Liaison

38
Total Number of Family Liaisons
Through the work of Family Liaisons, school sites have engaging historically underrepresented families by creating basic structures to facilitate two-way communication that includes a family voice in decision making processes, offering a welcoming school environment, and extending multiple opportunities for families to engage in school. Recognizing the value and effectiveness of FLs, many of the forty-school sites have provided extended hours to allow FLs to increase their time and access in working together with families and staff. Also, additional schools (Clarendon, Harvey Milk Elementary School, John Muir, Lincoln, Hoover, Monroe, Lincoln and Washington) have all recognized the value of a designated structure for family engagement by funding Family Liaisons from their school site budgets. While we have extended the invitation for the Family Liaisons from these schools to participate in our monthly Professional Development opportunities, only one school sends their Family Liaison to participate.

One goal underpinning this plan is to bring uniformity and consistency to family engagement efforts district-wide. The OFACE is currently in the process establishing systemic resources and support for FLs. The OFACE has already accomplished that this year for the Family Liaison program by creating a district-wide Family Liaison job description (see appendix D). FL duties and workloads have been inconsistent in previous years, this marks a significant step forward in the effort to clarify FL and site support expectations.

Similarly, the OFACE has developed a goal-setting tool (see appendix E) that is directly aligned with the Family Liaison job description. This template clarifies OFACE’s expectations of FL work and allows FLs to document goals and outcomes of their work. The goal-setting tool began implementation during Spring 2012. The tool will also be used to ensure that school family engagement activities are aligned with the school’s Balanced Score Card and allow the OFACE to track data directly correlated to site-specific communities and ethnic populations.

Professional Development, Training, and Support for Family Liaisons. Supporting Family Liaisons through professional development has been the main focus in the 2011-2012 year. Our goal was to increase the content, quality, and reflection in the family engagement work currently happening through the Family Liaisons. Every Professional Development includes four core components structured around: outcomes, district content, leadership content, and implementation. Much progress has been made in this area: professional development is
organized into 4-hour monthly meetings that have established norms, protocols, and reflection (see appendix F).

Site – Family Liaison – District Communication. In October 2011, the OFACE began disseminating a monthly newsletter to sites as which Family Liaisons are located to share news, updates, and events, and other information with sites. The goal was to streamline the key information that Family Liaisons need to maximize their role at their respective school sites.

2. Targeted Family Engagement of Historically Under-engaged Families

Focal Family Pilot- The OFACE is currently piloting a Focal Family Pilot Program directly linking family engagement to learning and student achievement. In this pilot, a set of five to ten under-engaged focal families per school (or approximately 315 families total) are identified and provided with targeted outreach, intervention and support. In partnership with the department of Research, Planning & Accountability, our office predetermined specific characteristics that would allow Family Liaisons to identify the students who the following early warning indicators:

- Attendance 2011-2012 that is below 87.5%
- CST Scores for 2010-2011 at: Basic, Below Basic & Far Below Basic
- Brigance Scores 2010-2011 (elementary only)

Through this pilot, FLs are tracking and monitoring best practices and providing immediate feedback to families and teachers. Family Liaisons are documenting outreach and intervention strategies used in addition to successes and lessons learned through the following mechanisms:
Table I: Family Liaison Data Director snapshot

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Student ID</th>
<th>Date</th>
<th>One-on-One</th>
<th>Workshop/Training</th>
<th>Home Visit</th>
<th>Parent Conference</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABDUL-HAMID, TERISA</td>
<td>20063396</td>
<td>01-11-2012</td>
<td>✔</td>
<td></td>
<td></td>
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<td>✔</td>
</tr>
<tr>
<td>ABREGO LANDAVER, TERESA</td>
<td>20073179</td>
<td>02-03-2012</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>ABREGO LANDAVER, TERESA</td>
<td>20073179</td>
<td>02-03-2012</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>ABREGO LANDAVER, TERESA</td>
<td>20073179</td>
<td>02-03-2012</td>
<td>✔</td>
<td></td>
<td>✔</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>ADAMS, PHILLIP</td>
<td>87290075</td>
<td>01-12-2012</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>ADAMS, PHILLIP</td>
<td>87290075</td>
<td>11-18-2011</td>
<td>✔</td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>
Table II.
Family Liaison Student/Family interactions by School Site and Type of interaction

<table>
<thead>
<tr>
<th>School Name</th>
<th>One-on-One</th>
<th>Home Visit</th>
<th>Parent Conference</th>
<th>Other</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bessie Carmichael / Fec(K8)</td>
<td>4</td>
<td></td>
<td>6</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Bryant Elementary School</td>
<td>5</td>
<td>11</td>
<td>8</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Chinese Education Center</td>
<td>1</td>
<td></td>
<td>1</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Cleveland Elementary School</td>
<td>1</td>
<td></td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Daniel Webster Elementary School</td>
<td>4</td>
<td>1</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Downtown Continuation High School</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Dr. Charles R. Drew Alt Elementary School</td>
<td>7</td>
<td>1</td>
<td>5</td>
<td>3</td>
<td>22</td>
</tr>
<tr>
<td>Dr. William L. Cobb Elementary School</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>El Dorado Elementary School</td>
<td>6</td>
<td></td>
<td>5</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Everett Middle School</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>22</td>
<td>27</td>
</tr>
<tr>
<td>Fairmount Elementary School</td>
<td>1</td>
<td></td>
<td>6</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Francisco Middle School</td>
<td>2</td>
<td></td>
<td></td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>George Washington Carver Elementary School</td>
<td>3</td>
<td>3</td>
<td>12</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Glen Park Elementary School</td>
<td>8</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Hillerest Elementary School</td>
<td>4</td>
<td></td>
<td>3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Isa@Enola Maxwell</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>James Denman Middle School</td>
<td>2</td>
<td></td>
<td></td>
<td>5</td>
<td>9</td>
</tr>
<tr>
<td>James Lick Middle School</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>John Muir Elementary School</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>John O’Connell Technical Alt Hs</td>
<td>5</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>22</td>
</tr>
<tr>
<td>Leonard R. Flynn Elementary School</td>
<td>1</td>
<td></td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Malcolm X Elementary School</td>
<td>3</td>
<td></td>
<td>3</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Marshall Elementary School</td>
<td>1</td>
<td></td>
<td>1</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mission Education Center</td>
<td>8</td>
<td></td>
<td></td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Mission High School</td>
<td>27</td>
<td>2</td>
<td>6</td>
<td>6</td>
<td>32</td>
</tr>
<tr>
<td>Monroe Elementary School</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Phillip &amp; Sala Burton Academic Hs</td>
<td>1</td>
<td></td>
<td>1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Rosa Parks Elementary School</td>
<td>2</td>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
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<tr>
<td>Sanchez Elementary School</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Sheridan Elementary School</td>
<td>2</td>
<td></td>
<td></td>
<td>8</td>
<td></td>
</tr>
<tr>
<td>Starr King Elementary School</td>
<td></td>
<td></td>
<td>1</td>
<td>15</td>
<td>16</td>
</tr>
<tr>
<td>Tenderloin Community Elementary School</td>
<td>1</td>
<td></td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Thurgood Marshall Academic High School</td>
<td>4</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Grand Total</td>
<td>131</td>
<td>9</td>
<td>56</td>
<td>149</td>
<td>315</td>
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</tbody>
</table>

Through our database in Data Director, we know that thus far 315 students in our focal families pilot have been part of one or more interactions. A total of 969 interactions have been recorded (students may have multiple interactions).
The accountability structure and data-driven nature of the Focal Family Pilot marks a significant milestone for SFUSD and the OFACE. To facilitate a data-driven process, all FLs were given access to the SFUSD student achievement database- Data Director- so that they may monitor student progress and document effective family engagement strategies. Staff and families alike were apprehensive about the constant monitoring of interventions and their relationships to student attendance and performance. However, Family Liaisons and family members have witnessed the benefits of close documentation of actions as they relate to family support and student success and have become advocates for the program.

Focal cases are discussed monthly at Family Liaison professional development sessions. This allows both an opportunity for peers to offer input on strategies for follow-up with those that need support and to highlight best practices for the success stories. Family Liaisons have an opportunity to present success stories at professional development sessions and OFACE has the opportunity to create an ongoing log of effective practices for families across a range of demographic characteristics. The desired outcome is that students of focal families will demonstrate improvement in attendance, grades, and state test scores by the end of one year.

**Staffing.** Recognizing the importance of reaching out to San Francisco’s diverse communities while honoring the commitment to creating equitable conditions, the OFACE is hoping to allocate funds for several multi-cultural family engagement specialists. These individuals will be focused on creating an inclusive and equitable climate by coaching, assessing, articulating, and responding to the needs of diverse groups of students in the district – particularly those called out in the strategic plan (African American, English Learner, Latino, Pacific Islander, Samoan, and Special Education students). Providing the additional staff members will also assist in expanding our services beyond strictly the schools that have Family Liaisons.

**Out of School Time.** We recognize that family engagement is critical during out of school time. Internally, the OFACE routinely partners with the Manager for ExCEL After School Program- also housed in Student, Family, & Community Support Department. The focus of this partnership is further developing the ways in which families assist and participate in the activities that occur during out of school time.

Additionally, we are formalizing a sustained partnership with the Beacon Centers at our schools. OFACE is a member of the city-wide Beacon Steering committee. As a member, she was recently honored with an opportunity to travel to New York City for the national conference on Beacon Center. There, she was part of a panel that included the Director of DCYF, Maria Su,
Beacon Director, Asha Mehta, San Francisco Foundation Program Officer, Lisa Villareal that addressed how collaboration has helped enhanced the services provided to students and families.

**Family Welcome Center/ Mobile Welcome Center.** In addition to supporting partnerships between schools and families, the OFACE aims to seek funds to support one Family Welcome Centers and a Mobile Welcome Center. The vision is that the District Family Welcome Center would be located at the central office and an additional mobile Family Welcome Center would outreach to specific neighborhoods that may not have easy access to our central office location. The central Family Welcome Center would interface and coordinate with the Educational Placement Center as well as the Office of Family Voice, all of which are located in the first floor of our central offices at 555 Franklin. The OFACE Family Welcome Center would be the first stop for families, and a place where families could receive family education, bridge the digital divide, and access a video and book library. This location would also help facilitate more time to interface with the Board of Education members. Our long-term goal is to establish Board of Education informal coffee chats that would keep Board members abreast of the various celebrations and challenges at our schools.

**D. Partnerships and Collaboration**

The effectiveness of district-led family engagement strategies and efforts depends upon the degree to which all key partners participate and work together. Families, educators, and administrators share the responsibility in supporting students to achieve their full potential. Families must play their key role in supporting their children’s learning. To support this, the SFUSD, OFACE District groups composed of and serving families, as well as community-based organizations, must reach out to families in meaningful ways that help parents and other family members support children’s academic achievement.

**1. Internal Partnerships:**

Key District Partners: School governance groups:

- **Parents Advisory Council (PAC)**
- **District English Learners Advisory Committee (DELAC)**
- **PTAs, PTSOs and other groups (informal)**

OFACE plans on jointly creating a more formalized communication structure for each of these governance groups so that each group can share what updates and important events,
activities or milestones. Our goal would be to serve as the central membrane in synchronizing work streams and goals.

**FEEP Steering Committee** (multi-body SFUSD representation)- The goal of this committee would be to gather input on the strategic director of family engagement work. This would be a way to create points of intersection with the work happening in other departments.

**Community School Forum.** The Community School Forum convened by SFUSD and DCYF while convene a meeting during Spring 2012 to identify points of intersection between family, community, and District.

**The Family and Community Engagement Collaborative.** This Collaborative began meeting monthly in November 2011 and is attended by Family Liaisons, and Community School Coordinators, Directors of Family and Community Engagement and both Assistant Superintendents in the zone. The goal is to identify shared work streams between community school leaders and family liaisons.

**LEAD Team.** OFACE hopes to begin the pilot of OFV data sharing with the LEAD team. The conversations are in the beginning stages to develop a shared plan to address frequently noted concerns from the Family Concern Tool Kit with school leadership and staff as a way of being proactive in aiming to reduce the number of complains that come into OFV.

### 2. External Partnerships

**Community Based Organizations.** The OFACE will identify key current and future CBO partner and create a CBO matrix. Departments and sites will be provides this list of CBOs that includes information such as the location/zone, resources available, and services provided.

**Parent Engagement Coalition.** The Parent Engagement Coalition is a network of multi-racial community-based organizations that collaborate to increase family engagement and leadership in schools and communities across San Francisco. We share a vision that authentic parent involvement is central to any educational reform platform and critical to improving student success.

Some key partners in the coalition include but are not limited to: Support for Families, Mission Graduates, Our Family Coalition, Parents for Public Schools, Chinese for Affirmative Action, Coleman, PAC, and PTA) that began meeting monthly in the Spring of 2011. As a coalition, we:

- Collaborate to advance specific projects.
- Support and monitor SFUSD strategies, initiatives and commitments.
• Advocate for policies, practices and funding that support parents and families from low-income communities.
• Disseminate best practices and work together to avoid service duplication.
• Act as thought partners with SFUSD leadership and serve as a communication conduit for key District initiatives.

The Coalition allows SFUSD to utilize CBOs as thought partners. The Coalition is currently identifying visions, missions and alignment, for each CBO, identifying one specific point of collaboration (e.g. Coleman focuses on A-G; Support for Families focuses on how to advocate for families that have students in special education).
## IV Timeline

<table>
<thead>
<tr>
<th>Milestone</th>
<th>Timeline</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td><strong>DISTRICT-WIDE STRATEGIES TO BUILD DISTRICT AND SITE CAPACITY</strong></td>
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<tr>
<td>Leadership Roles and Expectations</td>
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<tr>
<td>Strategic Staffing</td>
<td>Ongoing</td>
<td>District, BoE</td>
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<tr>
<td>OFACE Leadership</td>
<td></td>
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<tr>
<td>Retreat (all OFACE staff and FLs)</td>
<td>Ongoing; Spring 2011</td>
<td>OFACE E.D.</td>
</tr>
<tr>
<td>Ropes course (TIU and OFACE staff)</td>
<td>Summer 2011</td>
<td>OFACE E.D.</td>
</tr>
<tr>
<td>National Equity Project “Leading for Equity Institute”</td>
<td>Spring 2012</td>
<td>OFACE E.D.</td>
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<tr>
<td>Family Engagement in School and District Governance</td>
<td>Ongoing</td>
<td>Principals, FLs</td>
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<td>Balanced Score Card Integration</td>
<td>Ongoing; Y3</td>
<td>OFACE, C&amp;I</td>
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<td>Leadership Competencies Incorporation Y3</td>
<td>Ongoing</td>
<td>OFACE, LEAD</td>
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<td>Site Structures</td>
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<td>Evaluation</td>
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<tr>
<td><strong>Communication and Collaboration</strong></td>
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<tr>
<td>Strategic Plan (Plan)</td>
<td>Fall 2011</td>
<td>OFACE E.D., Communications, Pivot</td>
</tr>
<tr>
<td>Draft Strategic Plan</td>
<td>Spring 2012</td>
<td>Office of Public Outreach</td>
</tr>
<tr>
<td>Share Plan internally and externally for feedback</td>
<td>Winter 2012</td>
<td>OFACE E.D., SPI Team</td>
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<tr>
<td>Communication Plan</td>
<td>Spring 2012</td>
<td>OFV Coordinator</td>
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<tr>
<td>Draft Communication Plan</td>
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<tr>
<td>Share Plan internally and externally</td>
<td>Fall 2012</td>
<td>OFACE E.D.</td>
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<tr>
<td>Internal Communication</td>
<td>SY 2012-13</td>
<td>OFACE E.D., SPI, Pivot</td>
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<tr>
<td>SharePoint: Create an information portal</td>
<td>Fall 2013</td>
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<tr>
<td>Newsletters: Write and distribute to target schools with Family Liaisons</td>
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<tr>
<td>Newsletters: Write and distribute to all schools (Y2)</td>
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<tr>
<td>Inter-department Collaboration − Identify SPI projects that would benefit from focused inter-office collaboration</td>
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<td>Articulate strategies to increase capacity of partner offices to engage families</td>
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<tr>
<td>Develop a tool to monitor/assess offices’ family engagement effectiveness (Y3)</td>
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<td><strong>Culturally Competent Resources and Tools</strong></td>
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<tr>
<td>Video Series highlighting best practices</td>
<td><strong>Fall 2011</strong></td>
<td>Community and</td>
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<tr>
<td>(Video Series)</td>
<td><strong>Winter 2012</strong></td>
<td>Technology</td>
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<tr>
<td>Develop the Video Series</td>
<td><strong>Spring 2012</strong></td>
<td>Coordinator</td>
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<td>Develop a written best practices guide</td>
<td><strong>SY 2012-13</strong></td>
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<td>Pilot Videos at targeted schools</td>
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<td><strong>Ongoing</strong></td>
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<tr>
<td>Make videos and best practices guide</td>
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<td><strong>OFV Coordinator</strong></td>
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<td>available district-wide</td>
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<td>Create a district best practices library</td>
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<td>Family Concern Tool Kit (Kit)</td>
<td><strong>Summer 2011</strong></td>
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<td>Develop the Kit</td>
<td><strong>Fall 2011</strong></td>
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<td>Pilot Kit at targeted schools</td>
<td><strong>October 2011</strong></td>
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<tr>
<td>Provide Family Concern Tool Kit Training(s)</td>
<td><strong>Spring 2012</strong></td>
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<tr>
<td>Implement Kit district-wide</td>
<td><strong>Spring 2012</strong></td>
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<tr>
<td>Track and respond to concerns</td>
<td><strong>SY 2012-13</strong></td>
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<tr>
<td>Establish and Implement Kit Assessment</td>
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<td>Tool</td>
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<tr>
<td>Family Engagement Assessment Tool (Tool)</td>
<td><strong>Winter 2012</strong></td>
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<tr>
<td>Create Tool</td>
<td><strong>Spring 2012</strong></td>
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<tr>
<td>Pilot Tool at targeted schools</td>
<td><strong>SY 2012-13</strong></td>
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<tr>
<td>Provide Assessment Tool Training(s)</td>
<td><strong>SY 2013-14</strong></td>
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<td>Implement Tool district-wide</td>
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<td>BSC integration</td>
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<td>Additional Resources and Tools</td>
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</table>

**Professional Development**

Professional Development modules for staff, school leadership, and CBOs.

- Develop modules (e.g. culturally competent family engagement strategies)
- Develop modules for CBOs to disseminate information for training families on
- Provide site professional development on meaningful family engagement; linking family engagement to learning; family advocacy
- Parent University (linking parent education to college credit)

**Support Structures for Family Liaison Role**

District-wide structures

- Create a district-wide FL Job Description
- Provide a uniform Goal Setting Tool

Professional development, training and support

- Provide monthly trainings for FLs
- Provide Coaching
- Observe FLs and provide feedback
- Provide training on integration of family engagement practices into the schools’ BSC

Communication

- FL and Principal Check-ins
- Monthly newsletter to FLs and principals
### Focus on Under-engaged Families

- **Focal Family Pilot**
  - Data Director access
  - Provide intense support to 5-15 families
  - Track progress of pilot families
- **OFACE staff**
  - Hire one or more multi-cultural Specialist (Y2-Y3)

### Additional Resources

- Family Resource Center (FRC) at Early Education Sites
- Welcome Center
- Mobile Family Resource Center

### PARTNERSHIPS AND COLLABORATION

#### Internal Partnerships

- **FEPP Steering Committee** (with representation from various SFUSD departments)
  - Initiate
  - Implement
- **District Parent Groups** (e.g. PAC, DELAC)
- **Community School Forum**
- **Family and Community Engagement Collaborative**
- **LEAD Team**
  - Share Family Concern trends
  - Develop shared plans to address frequently noted concerns

| Quarterly | OFACE Team |

#### External Partnerships

- **Community-Based Organizations**
  - Identify key partners (expand current and potential)
  - Refine collaborative outreach mechanisms
  - Refine collaborative referral and resources processes and tracking systems
- **Family Engagement Coalition**
VI. Outcomes

Evaluation

Although our goal would be an external program evaluation, we must work to address evaluation within time and budget constraints. It is this context along with the creation of the Family Engagement Steering Committee who will determine the nature of the evaluation efforts. Our goal would be to raise external funding for a more robust evaluation that delves deeper into the data collection and analysis piece.

VII. Conclusion

The Office of Family and Community Engagement has identified various ways to build more meaningful family engagement at school sites by connecting data more clearly to student achievement. It is clear that although we have started to make gains with our underserved student population, there is still a lot of work to be done. The FEPP will be successful by enlisting all stakeholders (families, teachers, administrators, community partners) into the process. Our district has not only invested in the success of our students but also our families. Families will be given the necessary knowledge and skills to be proactive advocates for their children. It is essential that we provide families with multiple opportunities to be engaged as educational partners, provide feedback to their school and the district, and create and improve district practices and protocols that address the needs of families.

VIII. Appendixes A-G

A. Board of Education Resolution No. 94-28A2
B. Family Concern Tool Kit
C. SFUSD Family Engagement Assessment Tool
D. Family Liaison Job Description
E. Family Liaison Goal Setting Tool
F. Family Liaison Professional Development Schedule
G. OFACE Organizational Chart
A. Board of Education Resolution No. 94-28A2

Adopted, as amended, by the Board of Education at its Regular Meeting of May 26, 2009
(Amendments incorporated)

Subject: Resolution No. 94-28A2
Parent Engagement and Partnership Plan
- Commissioners Norman Yee and Sandra Lee Fewer

WHEREAS: It is the goal of the District to make social justice a reality by diminishing the historic power of demographics as it relates to student achievement and to keep our promises to students and families; and

WHEREAS: Research shows that when families are involved at home and at school, children do better in school, and the schools improve. Students with involved parents are more likely to: Earn higher grades and test scores, and enroll in higher-level programs; Be promoted, pass their classes and earn credits; attend school regularly; exhibit better social skills, show improved behavior and adapt well to school environments; and Graduate and go on to post-secondary education; and

WHEREAS: Studies show that all families are talking to their children about school, trying to keep them focused on learning and homework, encouraging them to work hard and get a good education, and helping them plan for higher education. However, families with higher levels of education and income have greater opportunity than other families to be more engaged at school, better able to work collaboratively with educators, and therefore to be better informed about how to help their children at home; and

WHEREAS: It is to the benefit of the District and the families which the District serves, that more families have the opportunity to speak out for children and support their progress, and

WHEREAS: Investing in parent education when children are young will pay off throughout their whole career in school. The more that programs and activities for families are linked to what their children are learning and doing in class, the greater impact they will have on student achievement; and

WHEREAS: The District recognizes that community organizing efforts to build parent and community leadership are improving schools. Parent leadership training and community organizing expand families’ knowledge of how the system works and how to make it work for their children; and

WHEREAS: When families are welcomed and treated with respect, honored for their contribution, connected to teachers, other parents and what is happening in the classroom, and taught to advocate for their children and all children in the San Francisco public schools, they become motivated to be involved over the long-term, in ways that can improve their children’s success in school; and

WHEREAS: Over the past eight (8) years, programs instituted by the Office of School/Family Partnership (formerly Office of Parents Relations) have successfully increased parent engagement in our school sites; and

WHEREAS: There are existing avenues for parents and families to be involved in schools and in the District such as PTSA, PTA, School Site Councils, Parent Advisory Council, and a variety of District advisory groups; and

WHEREAS: There are many organizations that work with parents and families to advocate and support their children’s education including Coleman Advocacy for Children, Chinese for Affirmative Action, and Parents for Public Schools; and
WHEREAS: There are many forms of parent engagement and partnerships as articulated by experts in the field, like Joyce Epstein and her identification of six (6) types of parent engagement; and

WHEREAS: It is the District’s intent to go beyond offering parent education and inviting select parents to serve on school site and district advisory groups with the goal of getting input on decisions; and

WHEREAS: The last resolution offered by the Board to address parent involvement was adopted on May 28, 1996; and

WHEREAS: There is an opportunity to innovate using stimulus dollars allocated through the Federal American Recovery and Reinvestment Act to prepare our staff and offer all parents and families opportunities to engage in their children’s education and advocate on behalf of their children, and

WHEREAS: There may be many examples of best practices within the District to meet our strategic plan objective 3.2): Create the culture of service and support.

THEREFORE BE IT RESOLVED: That the Board of Education of the San Francisco Unified School District requests the Superintendent of Schools to develop a District Pre K-12 Parent Engagement and Partnership Program that:
(1) strengthens the District’s existing efforts to expand parent learning and leadership opportunities and fully aligns them to the parent/family/community engagement provisions of Beyond the Talk and the Lau and LEA Plans;
(2) defines the District’s vision for, purpose and belief in, and commitment to engaging parents in empowering roles in the District, with special attention to engaging historically marginalized parents in leadership and partnership opportunities;
(3) defines clearly the roles of the parent liaisons in furthering this work;
(4) defines the various levels of parent engagement and specifies the acceptable evidence of the District's success in implementing them; and
(5) considers an array of research-supported promising parent engagement practices that lead to informed and empowered parent leaders and advocates; and

FURTHER BE IT RESOLVED: That the Superintendent will work with community partners to develop the Parent Engagement and Partnership Program, which also includes professional development for administrators and teachers, and to increase the opportunities for parents to engage in community organizing to improve schools; and

BE IT FURTHER RESOLVED: That the Superintendent will develop the evaluation tools necessary to hold accountable the District and school sites for the implementation of the Program; and

FURTHER BE IT RESOLVED: That District staff will report back to the Board on the development of the Program no later than five (5) months from passage of this resolution, and

BE IT FURTHER RESOLVED: That needed resources be allocated to implement the Program and to take advantage of the one-time Federal American Recovery and Reinvestment Act stimulus dollars.
B. Family Concern Tool Kit
INSTRUCTIONS

Writing effective complaints:

1) Start with what you know (What you saw, heard, or said)
2) Use dates and times
3) Describe the steps you took to correct the problem
4) List the witnesses (If any)
5) Identify the rule of conduct or policy violation
6) Describe your desired solution

It is important to keep a log of any interactions and responses from your school and/or district.

• What type of interaction did you have (phone, in person meeting, email)?
• What day and time did the interaction occur?
• Who was included in the interaction? (Teacher, principal, other staff members or other adults)
• What, if any, documentation was submitted? (Police record, photograph, doctor’s note, etc.)
• Who was the documentation submitted to?
• What action were you told would be taken, and within what time frame?
• What actually happened and when did it happen?
• What are the next steps you need to take?

Parent Concern Levels:

It is best to start at the school level. When the concern or complaint involves the school itself, going directly to the source can offer the most immediate opportunity for resolution and/or greater understanding.

To report a concern or complaint not specific to any school, but district wide, or to seek support when unsatisfied with the response at the school level.

To have a concern or complaint reviewed by the Asst. Supt. who supervises the school leadership to assess the appropriateness of the response which the parent is unsatisfied.

Reserved for the highest level of serious concerns that have failed to reach resolution or satisfaction at ALL previous levels.
C.  SFUSD Family Engagement Assessment Tool

1. BUILDING RELATIONSHIPS: Respectful actions that welcome families, honor families and connect families to the site.

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<thead>
<tr>
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<th>How do you know?</th>
<th>Next steps/future goals</th>
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<td>B.</td>
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<td>E.</td>
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<td>F.</td>
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<td>H.</td>
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2. LINKING TO LEARNING: Activities that support families to be involved in their child’s learning at home or on site.
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<th>How do you know?</th>
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<th>Next steps/future goals</th>
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<tbody>
<tr>
<td>A.</td>
<td>Site sends student work home at least once a month with feedback.</td>
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<td>B.</td>
<td>Site has an easy process for families to contact teachers and staff with questions about their child.</td>
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<td>C.</td>
<td>Site collects information from families to understand home routines and family involvement in homework.</td>
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<td>D.</td>
<td>Site supports families to help children with school work (i.e. homework liaisons, literacy resources)</td>
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<td>E.</td>
<td>Site encourages families to continue the development of home language skills with their child.</td>
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<td>F.</td>
<td>All site-based family activities connect to what students are learning.</td>
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### 3. AFFIRMING DIVERSITY: Actions that build awareness, understanding and inclusion across all cultures and family

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<th>How do you know?</th>
<th>Next steps/future goals</th>
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<tbody>
<tr>
<td>A.</td>
<td>Teachers/staff are aware about family customs, language and culture.</td>
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<td>B.</td>
<td>Teachers have access to and use books and materials about families’ cultures.</td>
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<td>C.</td>
<td>Site ensures interpreters are readily available on an as-needed basis for families.</td>
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<td>D.</td>
<td>Site arranges interpretation for school events and meetings with families.</td>
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<td>E.</td>
<td>The site’s staff and volunteers reflect the diversity of families served.</td>
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<td>F.</td>
<td>Written information is translated into languages of families served.</td>
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<td>G.</td>
<td>Site shares information with families on the tools used to assess students’ English language level, particularly for English Language Learners.</td>
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<td>H.</td>
<td>Site welcomes and promotes male involvement.</td>
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<td>I.</td>
<td>Site’s written documents do not assume a traditional family structure (i.e. father, mother, single race, LGBT).</td>
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<tr>
<td>A</td>
<td>Staff and families have two-way communication about concerns, interests, goals and child’s progress monthly.</td>
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<td>B</td>
<td>Families are invited to be involved by visiting and observing students during class time.</td>
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<td>C</td>
<td>Student-parent-teacher conferences are well attended; ensure mutual exchange of information.</td>
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<td>D</td>
<td>Site supports and engages families in the matriculation process.</td>
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<td>E</td>
<td>Families/staff research topics together such as school climate, desired parent workshops, etc.</td>
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<td>F</td>
<td>Site invites families to attend staff development sessions.</td>
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<td>G</td>
<td>Site has an open door policy for resolving problems among families and staff.</td>
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</table>
5. **SHARING POWER/DECISION-MAKING:** Actions and opportunities that engage families as decision-makers and family advocacy.

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<th>How do you know?</th>
<th>Next steps/future goals</th>
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<tbody>
<tr>
<td>A.</td>
<td>Site offers training and actively promotes and supports family leaders and family advocacy.</td>
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<td>List current examples.</td>
<td>Next steps/future goals</td>
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<td>B.</td>
<td>Site has a governance council with representation of families elected by a broad base of families.</td>
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<td>C.</td>
<td>Decision-making meetings occur when families can attend.</td>
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<td>Next steps/future goals</td>
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<td>D.</td>
<td>Site has a family involvement policy in place which is reviewed annually.</td>
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<td>Next steps/future goals</td>
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<td>E.</td>
<td>Site engages families and community in new staff selection processes.</td>
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<td>F.</td>
<td>Site engages families in review/input regarding student curriculum.</td>
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<td>G.</td>
<td>Family surveys are designed and tallied by school staff.</td>
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<td>Next steps/future goals</td>
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<td>H.</td>
<td>Families can use the site’s equipment (phone, copier) for site-related needs.</td>
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<td>I.</td>
<td>Family leaders mentor new families to build and sustain leadership.</td>
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### 6. CONCRETE FAMILY SUPPORT: Providing families with access to information, community resources and

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<tr>
<th>Site has clear processes for helping families to access community resources.</th>
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<th>How do you know?</th>
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<tr>
<td>Site maintains up-to-date information about community resources.</td>
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<td>Next steps/future</td>
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<td>Site staff has been trained on how to effectively respond to family crises.</td>
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<td>Site connects families to opportunities for growth and development based on families' stated interest (i.e. ESL, financial workshops).</td>
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<td>Site encourages and facilitates family sharing of resources (i.e. toy exchanges, carpooling).</td>
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<tr>
<td>Site taps local businesses and institutions for technical services for students or families (i.e. job opportunities, tutoring)</td>
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<td>Site with administration is open to community use and social services are available to families on site.</td>
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**How do you know?**

List current examples.
D. Family Liaison Job description

Classified Job Description
R20 Family Liaison

Position Description: Under the direction of the Executive Director of the Office of Family and Community Engagement, the Family Liaison empowers families by enlisting family engagement in student academic success; working with families in identifying and achieving academic goals; accessing support services; developing training opportunities and facilitating positive family, school and SFUSD relationships and communication between them. The Family Liaison creates authentic and diverse involvement opportunities for all families to contribute to their school community.

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Schedule: There will be part-time positions (20 hours) and full-time positions (40 hours). Part-time Family Liaisons are expected to fulfill the essential duties of the position. Please note that some evenings and weekend work may be required to support family workshops, school wide activities or district events.

Supervisor: Executive Director of the Office of Family and Community Engagement. There will be ongoing support from the Family Liaison Program Manager and site supervision by Principal or Assistant Principal.

Essential Duties:
Under direction, the Family Liaison develops and implements a comprehensive program structure to increase and improve family involvement in support of their children’s education. The Family Liaison works to enlist and engage culturally and linguistically diverse family groups in program activities with a primary focus on historically underrepresented communities.

The duties of this classification include:

- Help the school community develop a family-friendly school climate amongst staff, students and families.
- Develop programs and activities designed to engage families in improving student achievement.
- Support staff and families to develop strong academic partnerships.
- Enhance communication between families, the school and the district.
- Develop and implement effective family involvement strategies to empower families as key decision makers in school governance committees such as: School Site Council & English Learner Advisory Council.
- Coordinate and support school wide governance council and committees.
- Promote and participate in school/ district activities and programs for families.
- Recruit partners to become part of the school’s family involvement program.
- Organize, implement, coordinate and present family education workshops and training sessions.
- Prepare and disseminate school newsletters and other school communication materials.
- Develop volunteer activities at school site, including coordinating family leaders, room parents, volunteers, etc.
- Collect, analyze and use the data arising from family involvement activities in order to correlate to student achievement.
- Provide support services resources and referrals to families as needed.
- Prepare monthly family engagement plans and maintain records on program activities.
- Maintain monthly Data Director log with focal families at school site.
- Attend monthly professional development sessions which are organized and led by central office.
- Report monthly activities and goals to school staff and community partners.

3 Please note that Family Liaison replaces the position formerly known as Parent Liaison
Qualifications:

Knowledge and Skills:
Utilizes knowledge appropriate to satisfy the duties listed above, including but not limited to familiarity with the SFUSD’s family engagement goals, the objectives of the Office of Family and Community Engagement and the District’s policy and procedures.

Education and Experience:
   a. Four (4) years of college-level coursework. (30 semester units or 45 quarter units equal one year); and
   b. Two (2) years of verifiable experience (one year = 285 hours) of paid or volunteer work in the community with culturally, ethnically and socio-economically diverse population of parents of public school students. Such experience should include programing or activities planning and coordination and parent education.

Substitutions:
Additional qualifying work experience i.e. working with students in at school sites, may be used to substitute for up to two years of qualifying education on a year-for-year basis. (30 semester units or 45-quarter units equal one year).

Abilities:
1. Communicate effectively, both orally and in writing, with staff and community in a multi-ethnic educational environment, and both one-on-one and with a group.
2. Develop and maintain good working relationships with school staff, parents and the general public.
3. Demonstrate computer literacy.
4. Prepare accurate, concise data and materials.
5. Read, understand and apply a variety of district policies, rules and regulations.
6. Act quickly and with mature judgment.
7. De-escalate conflict amongst students, staff and families.
8. See and read printed matter with or without vision aids.
9. Hear and understand speech at normal levels.
10. Speak so that others may understand at normal level.
11. Able to concentrate on a single task for up to two (2) hours at a time.
12. Able to learn quickly and adapt to a variety of instructions and task methods.
13. Able to meet deadlines of work assignment schedules.
14. Interact daily in person with other members of school staff and parents and possess comfortable interpersonal skills and cooperative attitudes.
15. Consistent attendance is required.
16. Convey an understanding, patient attitude toward other staff, students and parents.
17. Maintain the privacy of confidential information.

Desirable Qualifications: (different for specific languages)
   • Bilingual & bi-literate in Spanish, Chinese, Tagalog or Samoan
   • College level education or equivalent work experience
E. Family Liaison Goal Setting

Goal Setting & Performance Template
Guiding Tool

• **What is the purpose of this template:**
This template has three main components/ functions:

1. It **aligns the essential work duties** as described in the newly drafted Family Liaison Job description and connects them to the overarching work areas for Family Liaisons across the district. This allows staff members, community agencies and families to have a better understanding of what the work of a Family Liaison looks like at a school site.

2. It allows both central office and the school site administrator to **clearly identify the work goals** for a Family Liaison. It also facilitates the performance evaluation process by allowing everyone involved (supervisor/s & employee) to have a clear understanding of the expectations and accountability process. In addition, it also indicates where resources, support and tools are needed for this work to be successful at each site.

3. It creates a **platform for dialogue** regarding what each school site with a Family Liaison should and or is currently working towards in efforts to build engagement and involvement opportunities for all families.

• **How will Family Liaisons use this:**
Family Liaisons will use this guide to,

  o Build a strong partnership and vision for families with site administrators and school site staff.
  o Share family engagement goals and outcomes with students, parents, families and community members.
  o Align monthly planning templates to the overall goals for the academic school year at each site.
  o Request support and resources with central office and other district departments.
  o Support the mission and vision for families as their school site and our district.

• **Differentiation, part vs. full time Family Liaison:**
All Family Liaisons will be expected to work on a range of 8 -12 performance areas depending on their work status (part vs. full time).

  • Full-time: Family Liaisons will be expected to work on a total of 12 performance areas
  • Part-time: Family Liaisons will be expected to work on a total of 8 performance areas

• **What is the process for completing this template:**
1. Identify “6” performance areas for which you will generate specific work activities, measures, outcomes & deadlines. (i.e #1 Data Director Focal Families)
2. Populate information in each categorical box, which is connected to the performance area. (Please use a word doc that can easily be printed out so that writing is legible)
3. Bring your “6” performance areas doc to our upcoming Family Liaison training on January 26, 2012 as a draft format.
4. Receive peer feedback and note necessary changes that are to be made to your initial template draft.
5. Return to site; create changes to template based on peer feed back.
6. Present current draft to site administrator for support and approval.
7. Update final changes and revisions based on administrator feedback.
8. Provide final draft for central office approval at the next PL training on February 23, 2012.
10. Evaluate overall work performance and outcomes as states in the goal & performance template.
11. Add remaining 2-6 performance areas in August 2012 and develop a site plan to implement this template.

• **Submission & Deadlines**
In December of 2011, Family Liaisons were expected to complete this template and generate a final draft in collaboration with their site administrators by January 26, 2012. Currently the deadlines are as followed:

  o January 26th: provide individual draft with 6 performance areas identified & populated.
  o January 27th: schedule time to share update draft template with site administrator.
  o February 23rd: present final draft of 6 performance areas on template to central office.
  o Implement work areas from January until May 2012.
  o Submit final draft by February 23rd meeting
## F. Family Liaison Professional Development Scope & Sequence

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<th>Meeting 1: September 17th</th>
<th>Meeting 2: October 12th</th>
<th>Meeting 3: November 17th</th>
<th>Meeting 4: December 15th</th>
<th>Meeting 5: January 26th</th>
<th>Meeting 6: February 25th</th>
<th>Meeting 7: March 3rd</th>
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**Please note:** This table is an excerpt from a larger document and may require further context or interpretation for full understanding.
G. OFACE Organizational Chart