

Quality Indicator 4: Meaningful Student, Family and Community Engagement/Partnerships

The Oakland Unified School District is committed to supporting high levels of learning for every student, ensuring that students are prepared for success in college, in their careers, and as citizens. Central to this commitment is meaningfully engaging students, families, and communities as key partners in this work.

“Meaningful Student, Family, and Community Engagement/Partnerships” result when the school staff ensures that students, families and the community are partners in creating quality learning experiences for all students and a “full-service” school for the community. A quality school draws on the strengths and knowledge of the students, their families, and the community to become a center of support to the community and to meet the needs of all its members. Students, families, and community groups are “at the table”—giving voice to their concerns and perspectives; looking at data; planning, monitoring, evaluating the quality of the school; and participating in key decisions.

The following rubrics enable key school stakeholders to assess the development of a school toward the “Meaningful Student, Family and Community Engagement/Partnerships” standards, based on evidence from a range of sources. In addition, school leaders, central office personnel, and coaches will use these rubrics to design improvement strategies and support schools’ ongoing development. The unit of analysis for these rubrics is the school, not programs or individuals within the school. These rubrics will not be used for the evaluation of school leaders, teachers, or other school personnel.

Undeveloped	There was little evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Beginning	There was some evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Developing	There was substantial evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Sustaining	There was strong & consistent evidence found that the school implemented the practice(s) and/or built the conditions described in the standard.
Refining	There was strong & consistent evidence found that the school implemented the practice(s) and/or built the conditions described in the standard, and the school has implemented systems to review evidence of these practices/conditions.

Definitions

Leaders: Principals are the primary leaders of their schools; some schools have assistant principals, coaches, and/or teachers who also have formal roles as leaders. In addition, every member of a school community has opportunities to function as a leader, depending on the school’s needs and the individual’s specific skills.

School Staff: Staff includes the principal, other administrators, and teachers (certificated), as well as other adults who work in the school (classified).

School Community: The community includes school staff, students, students’ families, individuals from the neighborhood, community-based organizations, and support providers who are associated with the school.

Leadership Groups: Schools have a variety of groups that provide guidance for and make decisions regarding the school. All schools have school site councils (SSCs) that are responsible for strategic planning, and many schools have additional structures, such as an *Instructional Leadership Team*, which guide and support the ongoing work of the school.

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 2: Working together in Partnership</p> <p><i>A quality school shares decision making with its students, their families, and the community, as part of working together in partnership. They share information, have influence over school improvement and support the creation of policies, practices, and programs that affect students, thus becoming agents of change.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. The school has high-quality activities and strategies which build the capacity of students, families, and community to work together in partnership. b. The school creates structures and mechanisms to bring families of all racial, ethnic, socio-economic backgrounds which are representative of the student body as partners and volunteers into the school. c. The school creates structures and mechanisms which continuously engage families, including those who are less involved, to get their ideas, input, and involvement. d. Student, family, and community groups (Coordination of Services Team, After School programs, community agencies, etc.), in partnership with the school, set clear and measurable goals that are aligned with the school wide vision and goals. e. The school has developed/adopted and implemented standards of meaningful engagement (either school or district approved) to build effective student, family, and community partnerships. f. Students and their families participate in both mandated representative bodies (SSC, ELAC, etc.) and other collaborative structures and share decision making around school programs, improvement plans, expected student outcomes, etc. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column. In addition, the school has implemented systems to monitor the effectiveness of these practices to ensure that a school works together in partnership.</p>

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 5: Student/Family Engagement on Student Progress</p> <p><i>A quality school communicates with families effectively so they know how the student is progressing and how they participate in the school community. It allows clear two-way channels for communication. The school uses strategies that help families overcome the language, cultural, economic, and physical barriers that can limit their full participation.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. The school has multiple high-quality activities and strategies which engage students and their family in knowing how the student is progressing academically and engaging in the school community. b. Families and school staff have trusting relationships and engage in regular, two-way, meaningful communication about student progress. c. These activities and strategies are designed to minimize language, cultural, economic, and physical barriers that can limit students and their families’ full participation. d. The school has created and implemented policies that encourage all teachers to communicate frequently with families about student academic progress and student engagement in the school community. These policies are well communicated with staff and families. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column.</p> <p>In addition, the school has implemented systems to review evidence of the effectiveness of these practices to ensure effective student/family engagement on student progress.</p>

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Standard	Undeveloped	Beginning	Developing	Sustaining	Refining
<p>Standard 6: Family Engagement on Student Learning</p> <p><i>A quality school provides opportunities for families to understand what their child is learning (grade level standards); why they are learning it; what it looks like to know, perform, and interact “well” (i.e. with quality); and what potential career/college pathways are before them.</i></p>	<p>There is little evidence of the standard as described in the “Sustaining” column.</p>	<p>There is some evidence of the standard as described in the “Sustaining” column.</p>	<p>There is substantial evidence of the standard as described in the “Sustaining” column.</p>	<p>There is strong and consistent evidence of the following:</p> <ul style="list-style-type: none"> a. The school engages with families, not only about how their child is progressing academically and socially, but about the what, why, and “so what” of the academic program. That includes the overall academic vision and mission, what it looks like to do well academically and socially, and to map out toward what goals this quality of work is taking a student. b. These strategies help each student and their families overcome the language, cultural, economic, and physical barriers that can limit full understanding. 	<p>There is strong and consistent evidence of the standard as described in the “Sustaining” column. In addition, the school has implemented systems to review evidence of these practices to ensure effective family engagement on student learning.</p>

Note: This standard draws a contrast with Standard 5 in the way that the school engages with families, not only about how their child is progressing academically and socially, but about the what, why, and “so what” of the academic program. Typically in this stage of development, a school engages with parents and families to discuss their overall academic vision and mission, to clarify what it looks like to do well academically and socially, and to map out toward what goals this quality of work is taking a student.