Rubric Organization

Essential Element 1: Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

EE1	How are the site staff's practices inclusive of all families?
EE2	How do site staff learn about families' lived experiences?
EE3	Who is leading and supporting the creation of the welcoming culture?

Essential Element 2: Building Trusting Relationships
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

EE1	What do trusting relationships look like in the program, district, or school?
EE2	How do site staff ensure effective use of two-way communication with families to sustain positive relationships?
EE3	How do site staff leverage relationships with families to achieve the program/district/school goals?

Essential Element 3: Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

EE1	How do site staff use the context expertise of families to better their content expertise?
EE2	How do site staff utilize the assets of families in the programs/schools?
EE3	How do site staff use FSCP as a school improvement strategy?

Essential Element 4: Dedicate Necessary Resources
The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

EE1	How do site staff implement evidence-based practices to cultivate and sustain FSCP?
EE2	Where is site staff now and where will they go (e.g., evaluation and goal setting)?
EE3	How does site staff continually improve family partnerships through community-based resources?

EE1 Question 1

<table>
<tr>
<td colspan="2" style="background-color:orange">Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.</td>
</tr>
<tr>
<td colspan="2">Reflection Question and Proficiency Ratings -

1. How are the site staff's practices inclusive of all families?</td>
</tr>
<tr>
<td>Site staff implement FSCP practices and events in ways that consider only their needs. Flyers, phone calls, and/or social media posts are done only in English and tell families what they need to know about registration, calendar dates for site events and holidays, and/or site policies.</td>
<td>Not Working on This</td>
</tr>
<tr>
<td>Site staff implement FSCP activities in ways that acknowledge diversity of family types and situations in the community but do not attempt to accommodate this diversity. Communications are often translated into another language or two and food may be served at site events.</td>
<td>Early/Developing Stage</td>
</tr>
<tr>
<td>Site staff acknowledge the diverse family types and situations that exist in the community by adapting practices to be inclusive of families' experiences. Site staff typically include translators at events, in addition to serving food. Events are planned that are intended to celebrate and empower family diversity (i.e., Latinx family night, Muslim family meeting, father involvement, Gay/ Straight Alliance).</td>
<td>Proficient</td>
</tr>
<tr>
<td>Site staff celebrate the diversity among families in the school community by recognizing and openly discussing diversity in a constructive way that includes staff and families (e.g., at family group meetings, school council meetings, and discussion groups). Site staff make it easier for families to attend site activities by providing transportation, activities for siblings, meals, etc.</td>
<td>Excelling</td>
</tr>
</table>

EE1 Question 2

Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Question and Proficiency Ratings -

2. How do site staff learn about families' lived experiences?

No efforts are made to learn about families in the community. The focus is on the student and getting them to excel in the classroom environment.	**Not Working on This**
Site staff try to learn about families solely through students or by having the school counselor or family liaison work with those who come to them for assistance.	**Early/Developing Stage**
Site staff work to learn about families by inviting them to share information about their cultural or ethnic background using a school-wide survey or some other similar method. Teachers invite families to share information about their daily routines and the schedules they maintain with their children.	**Proficient**
Site staff invite families to share their daily routines, cultural, and ethnic backgrounds, as well as the most pressing issues in their community, by engaging in a dialogue with site staff. Families are included in the planning and design of school events and practices to engage marginalized families. Site staff actively reach out to families through practices such as home visits early in the school year in order to get to know them better.	**Excelling**

EE1 Question 3

<table>
<tr>
<td colspan="2" style="background-color:orange"><u>Create an Inclusive Culture</u>
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.</td>
</tr>
<tr>
<td colspan="2">Reflection Question and Proficiency Ratings -

3. Who is leading and supporting the creation of the welcoming culture?</td>
</tr>
<tr>
<td>There is no leadership to support the creation, expansion, or persistence of a welcoming site culture. The principal/site coordinator rarely talks about how welcoming they are or should be to families.</td>
<td>Not Working on This</td>
</tr>
<tr>
<td>The principal/site coordinator delegates all responsibility for expanding or maintaining a welcoming and inclusive culture to someone else and rarely checks in with her/him (e.g., counselors, family liaisons, PTA/PTO).</td>
<td>Early/Developing Stage</td>
</tr>
<tr>
<td>The principal/site coordinator works closely with others from the site (e.g., counselors, parent liaisons, or PTA/PTO) and supports their efforts to develop a welcoming and inclusive culture throughout the building.</td>
<td>Proficient</td>
</tr>
<tr>
<td>The principal/site coordinator supports a welcoming culture and empowers school staff, teachers, and families to have leadership in the development of FSCP programming. These efforts are visibly supported by the principal/site leader through her/his active participation in FSCP efforts and by sharing a vision for equity through FSCP efforts.</td>
<td>Excelling</td>
</tr>
</table>

EE2 Question 1

Building Trusting Relationships	
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.	
Reflection Question and Proficiency Ratings -	
1. What do trusting relationships look like in the program/district/school?	
Site staff do not share with families, the school accountability committee (SAC) or the PTA/PTO information about the organization's improvement goals or whether they are meeting them. There is no person at the site who can help families in need of economic, health, or other kinds of social supports. The staff at this site are afraid to talk honestly with families if their child is having academic or behavioral problems.	**Not Working on This**
At the site, staff ask the SAC or PTA/PTO to help implement practices the administration and staff feel are needed. There is a staff member (counselor or family liaison) that is responsible for working with students and families who may need economic, health, or other social supports. Several site staff avoid talking honestly with families if their child is having academic or behavioral problems because they are afraid of the families' reaction.	**Early/Developing Stage**
Site staff shares data with families about their child's development and/or performance and includes families in generating ways to help their child if he/she is developmentally behind. They include the SAC and PTA/PTO in conversations about performance in relation to the site's goals for instruction and enrollment, and ask the group to contribute ideas to help meet these goals. Most of the staff at this site talk honestly with families if their child is having academic or behavioral problems.	**Proficient**
Site staff share data with all families about their child's development and/or performance and invites them to contribute ideas about how to support their child. Also, the site staff shares data with all families (not just the SAC and PTA/PTO) about overall levels of achievement and discipline and engages them in multiple conversations about setting goals, ways to improve student outcomes, and overall site performance. Student performance and attendance rates are presented to families broken down by race, gender, and other student/family characteristics in order to emphasize the goals of equity and social justice. The staff at this site try to have early and honest conversations with families about academic or behavioral challenges so that everyone can support the child.	**Excelling**

EE2 Question 2

Building Trusting Relationships	
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.	
Reflection Question and Proficiency Ratings – **2. How do site staff ensure effective use of two-way communication with families to sustain positive relationships?**	
Site staff send out general announcements to families about events, policies, student progress reports, and calendar notifications to families en masse using flyers, robocalls, and posting on the website. They have routine family events like back-to school nights and parent-teacher conferences where the agenda is set and staff feel pressure to get through the evening or conference on time and, therefore, cannot leave time for questions.	**Not Working on This**
Site staff send out general announcements to families about site events, policies, student progress reports, and calendar notifications using flyers, robocalls, and the website. Teachers also send home information about site events directly to families using e-mail or text messaging. E-mail addresses of staff and administrators are easy to find on the site website and/or electronic gradebook (AKA, parent portal). Back-to School night and conferences have time for families to ask staff questions. All communications with families are translated into the most prevalent languages spoken by families at the school.	**Early/Developing Stage**
Site staff occasionally send e-mail messages to families about their child's developmental and/or academic progress, as well as the lesson objectives and how classroom instruction will help children attain these. All family events provide families a way to share feedback on the event and time to do so. Families can provide input to the school through traditional parent groups (SAC/PTA/PTO) and via other means such as formal meetings with the principal or through solicitations using e-mail or paper-based strategies. All communications with families are translated into the most prevalent languages spoken by families at the site.	**Proficient**
Staff at the site send e-mail messages to families at least every other week and encourage families to respond if they have questions or concerns. All family events such as Back-to-School Night, Conferences, and Family Nights have time for families to share their experiences and concerns built into the event. Families are asked what kind of programs they want, and this helps determine the activities that are planned. Family feedback and input is solicited from those who cannot attend site events. Feedback is used to improve site practice and plan for future actions.	**Excelling**

EE2 Question 3

Building Trusting Relationships	
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.	
Reflection Question and Proficiency Ratings - **3. How do site staff leverage relationships with families to achieve their program/school goals?**	
Site staff do not include families in efforts to improve school outcomes or to reach school goals for students. Improvement efforts are focused on classroom instruction or providing additional supports during the school day. Families are asked to help the site primarily by supporting fundraisers, volunteering in classrooms or the office, and attending sporting and performing arts events.	Not Working on This
Site staff ask families to support the site by helping plan and contribute beyond fundraising, volunteering on-site, or attending sporting and performing arts events, and includes activities like multicultural nights or other at-school events. Improvement efforts include a focus on developing a welcoming climate for families.	Early/Developing Stage
Site staff survey families and ask about their own lives, cultures, and ways (funds of knowledge) they would feel comfortable helping or contributing to the site and/or their child's education. Families are asked to sit on site committees and advocate on behalf of families.	Proficient
Educators get to know their students' families and make sure they know how to contact the teacher. Families are encouraged to ask staff about their child's development or learning. Sites train families in effective leadership and ask them to discuss site goals, plan family engagement practices, and serve as ambassadors to the community. Families are given leadership roles in the partnership work and may help teachers with instruction in the classroom.	Excelling

EE3 Question 1

Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings -

1. **How do site staff use the context expertise of families to better their content expertise?**

Site decisions are driven almost entirely by district or state accountability or early childhood licensure guidelines for instruction and student achievement. Site staff implement only the district-driven curriculum to organize lesson plans and deliver instruction and/or do not use a curriculum.	**Not Working on This**
Site decisions are driven mostly by district or state accountability or early childhood licensure guidelines for instruction and student achievement, but considers how to communicate with families and how different families might respond before implementing anything. Site staff implement curriculum and teachers create lesson plans with families in mind. Materials that match families' cultural and ethnic background are considered in teachers' lesson plans.	**Early/Developing Stage**
Site decisions and leadership consider the family and community needs when establishing policy. Site staff engage with families and community partners to review the extent cultural, ethnic, and community assets are included in lesson plans and curricula.	**Proficient**
Site decisions and leadership invite family and community members into the process of making policy decisions. Site staff infuse family and community expertise and "funds of knowledge" into lesson plans and the overall curricular approach.	**Excelling**

EE3 Question 2

Design Capacity Building Opportunities	
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.	
Reflection Question and Proficiency Ratings - 2. How do site staff utilize the assets of families in their programs/schools?	
FSCP practices are decided, planned, and implemented by site staff without family input. Events are typically presentations intended to inform families about site procedures or system policies.	**Not Working on This**
FSCP practices are used to support student learning and development by encouraging families to raise funds and volunteer in the classroom or office. Families are encouraged to monitor homework and interventions and support their children's learning from home. Community business partners typically provide meals at partnership events.	**Early/Developing Stage**
FSCP practices are used to support student learning and safety outcomes. Site staff provide opportunities for families to provide input into the FSCP programming and learn effective ways to support their children at home and outside of the building.	**Proficient**
Family and community partners serve as co-leaders with site staff in the implementation of FSCP program practices. Local family and community businesses are used to help provide food and instructional resources to support instructional practices with children. Families are asked to educate teachers about their own family traditions, routines, and community strengths	**Excelling**

EE3 Question 3

Design Capacity Building Opportunities
Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Question and Proficiency Ratings –

3. How do site staff use FSCP as a school improvement strategy?

FSCP is not a part of the site's improvement strategy and is not mentioned in the Unified Improvement Plan (UIP)/annual reports. Professional development is focused on instructional delivery to students and/or classroom management strategies.	**Not Working on This**
Site staff leaders include FSCP practices as required parts of the site's UIP. Site staff provide professional development about how to implement FSCP practices and/or programs. Data are collected from 25-50% of families about their satisfaction with the site.	**Early/Developing Stage**
In addition to including FSCP in the site's UIP, they have professional development training about FSCP practices and programs that promote equity and improve student outcomes. Data are collected from more than 50% of families about community needs and their satisfaction with the site.	**Proficient**
In addition to including FSCP in the site's UIP, professional development training is conducted about using FSCP to promote equity and improve children's outcomes. The training is utilized to help develop the site's improvement plans. Also, data are collected from more than 70% of families about community needs and satisfaction with the site.	**Excelling**

EE4 Question 1

Dedicate Necessary Resources	
The site has and uses the necessary resources to integrate and elevate partnering practices to scale.	
Reflection Question and Proficiency Ratings - **1. How do site staff implement evidence-based practices to cultivate and sustain FSCP?**	
Site staff do not implement evidence-based practices designed to strengthen or sustain FSCP. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), and in ways that have always been organized. There is no funding allocated for new FSCP activities or programming. There is not an individual or group coordinating FSCP practices throughout the site.	**Not Working on This**
Site staff's FSCP practices are coordinated by a site/teacher leader, the school counselor, or a family liaison. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), but site staff are encouraged to think about and implement improvements. Most of the funding for FSCP activities comes from the PTA/PTO budget, not the school budget. FSCP activities may or may not be formally evaluated.	**Early/Developing Stage**
There is a team at the site that coordinates all FSCP programming and evaluation, and it has funding for their work. Members of the FSCP team are comprised of administrators, teachers, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Activities that are implemented are those that are traditionally implemented (e.g., Back-to-School night and Parent-Teacher conferences), but teachers are encouraged to think about how they can support family engagement at home or outside of the site. Also, the team always conducts an evaluation of FSCP practices that it implemented	**Proficient**
There is a team at the site that coordinates all FSCP programming and evaluation, and that has funding for their work. Members of the FSCP team are rotated every couple of years and are comprised of administrators, teachers, a diverse range of families, and community representatives. The team keeps a file or notebook of materials that describe how events or activities were organized and implemented. Also, the team always conducts an evaluation of each FSCP practice that is implemented and discusses how improvements can be made.	**Excelling**

EE4 Question 2

Dedicate Necessary Resources	
The site has and uses the necessary resources to integrate and elevate partnering practices to scale.	
Reflection Question and Proficiency Ratings - **2. Where are the site staff now and where will they go (e.g., evaluation and goal setting)?**	
Site staff do not evaluate its FSCP events or program implementation, nor do they set goals or establish an idea for what FSCP relationships will look like in the following site year. Time is not devoted to FSCP in the site staff or site improvement meetings.	Not Working on This
Site staff evaluate its FSCP events, but not the program implementation or the extent to which it has a sitewide program. On occasion, time is provided during staff or site improvement meetings to discuss FSCP. FSCP activities are the responsibility of the PTA/PTO. Progress on FSCP practices is measured in terms of family attendance.	Early/Developing Stage
Site staff evaluate its FSCP events and the extent to which it has a sitewide program. Time is sometimes provided to discuss FSCP during staff or site improvement meetings. FSCP activities are the shared responsibility of the PTA/PTO, SAC, and other site committees. Progress on FSCP is measured in terms of whether all groups of families are being reached. The site leader emphasizes to teachers and staff the importance of FSCP.	Proficient
The site FSCP team evaluates what the site and teachers are doing to implement FSCP practices aimed at improving student outcomes, as well as those designed to improve relationships among the site, families, and the community. Time is often provided at staff or site improvement meetings to discuss how FSCP programing is contributing to site and student improvement. Each year, the FSCP team sets goals for the FSCP practices beyond those about attendance at events or activities. The site leader emphasizes to teachers the importance of FSCP and works to remove individuals who do not share this vision.	Excelling

EE4 Question 3

<table>
<tr>
<td colspan="2" style="background-color:green;color:white;"><u>Dedicate Necessary Resources</u>
The site has and uses the necessary resources to integrate and elevate partnering practices to scale.</td>
</tr>
<tr>
<td colspan="2">Reflection Question and Proficiency Ratings -

3. How do site staff continually improve family partnerships through community-based resources?</td>
</tr>
<tr>
<td>There is no team or person to establish or coordinate community partnerships. Data about the participation and impact of community partnerships are not collected or examined.</td>
<td>Not Working on This</td>
</tr>
<tr>
<td>There is a person to establish and coordinate community partnerships, and site staff collect data about the number of partnerships, as well as family/student participation.</td>
<td>Early/Developing Stage</td>
</tr>
<tr>
<td>There is a person or team to establish and coordinate community partnership programming. Site staff collect data about the number of partnerships, family/student participation, and the impact of these partnerships on academic, social-emotional, health, and financial needs of students and families.</td>
<td>Proficient</td>
</tr>
<tr>
<td>There is a team at the site that coordinates all community partnership programming and evaluation. The team collects data from families and community partners about the assets that exist in the community and discusses with them how community resources can help meet the academic, social-emotional, health, and financial needs of students and families. This process takes place annually.</td>
<td>Excelling</td>
</tr>
</table>

FSCP Rubric Summary Worksheet

Please write or indicate in the table below the ratings you feel describe your site. If you would like to convert your ratings to a numeric score to help calculate an overall average score, we recommend the following scale:

Not Working on This = 0   Early or Developing Stage = 1   Proficient = 2   Excelling = 3

Essential Elements	My Ratings
Element 1: Create an Inclusive Culture	
a) How are the site staff's practices inclusive of all families?	
b) How do site staff learn about families lived experiences?	
c) Who is leading and supporting the creation of the welcoming culture?	
Element 2: Building Trusting Relationships	
a) What do trusting relationships look like in the program, district, or school?	
b) How do site staff ensure effective use of two-way communication with families to sustain positive relationships?	
c) How do site staff leverage relationships with families to achieve their program/district/school goals?	
Element 3: Design Capacity Building Opportunities	
a) How do site staff use the context expertise of families to better their content expertise?	
b) How do site staff utilize the assets of families in their programs/schools?	
c) How do site staff use FSCP as a school improvement strategy?	
Element 4: Dedicate Necessary Resources	
a) How do site staff implement evidence-based practices to cultivate and sustain FSCP?	
b) Where are site staff now and where will they go (e.g., evaluation and goal setting)?	
c) How do site staff continually improve family partnerships through community-based resources?	
Average Rating/Score	

To calculate your average rating, add the scores together and then divide that number by 12[*].

note: 3 questions for each element (3x4=12)

Engaging in Guided Reflection and Discussion

The following section provides users with a 4-page tool to help each person think and reflect more deeply about their ratings. At the bottom of each table are the ingredients of a strong program of family, school, and community partnerships. We recommend using these pages **to help you rate** the site for each individual element. This rubric and the accompanying tools (reflection prompts and Summary Worksheet) will be most useful in helping sites set a path for improving family, school, and community partnership if they are part of an evaluation process.

Step 1: Individuals establish their own rating of the site's partnership efforts.

> Use these prompts to provide details and descriptions of your site.
>
> Compare your responses to the rubric and identify which rating most closely matches your description.
>
> Record the rating in the Summary Worksheet provided in this this user's guide.

Step 2: Bring together a group of stakeholders to participate in a discussion about their ratings.

> This process should include a range of stakeholders including administrators, teachers, family members, community partners, and students at the secondary level.
>
> *As a group*, members of the evaluation and accountability committee should share their ratings with one another, as well as the reasons why they felt that rating was most appropriate.
>
> *We encourage this group to come to a consensus* about how the site is performing across each of the four Essential Elements. If one or two individuals have a rating that is very different from others, it is important to let those people speak openly and honestly about why they rated the site that way. Listen to their reasoning with empathy and avoid limiting the conversation. *This conversation is not meant to change people's minds, it is about hearing a diverse range of perspectives*.

Step 3: The evaluation group should agree to partnership improvement goals and a set of next steps to help the site meet those goals.

Create an Inclusive Culture
The school has created an inclusive culture honoring the lived experience of families in early childhood programs and/or school community.

Reflection Questions:	Your Ratings: (NW, ED, P or E)
1. How are the site staff's practices inclusive of all families? 2. How are site staff learning about families' lived experiences? 3. Who is leading and supporting the creation of the welcoming culture?	

Describe the extent to which you feel site staff are welcoming to families and why.

Describe two practices implemented in the past 4 months that exemplify how site staff take into consideration of the lived experiences of families.

Describe at least two ways the educators or administration at the site try to learn about families.

Describe the way(s) the site leadership is supporting a welcoming culture.

Ingredients of a Partnership Approach:
School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation

EE2

Building Trusting Relationships
The site invests in building trusting relationships so that families and programs/schools partner about the education outcomes for children and youth.

Reflection Questions:	Your Ratings: (NW, ED, P or E)
1. What do trusting relationships look like in the program, district, or school? 2. How do site staff ensure effective use of two-way communication with families to sustain positive relationships? 3. How do site staff leverage relationships with families to achieve the program/district/school goals?	

Describe the extent to which you feel site staff prioritize developing trusting relationships with families.

Describe two instances in the past 4 months that exemplify how site staff have invested in building trust with families.

Describe at least two ways the educators or administration at the site listen to families about their needs or hopes for the site or their child.

Describe how site staff include family engagement as a key lever in achieving goals for the site or children/students.

Ingredients of a Partnership Approach:
School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation

EE3

Design Capacity Building Opportunities

Capacity building opportunities for staff and families promote shared leadership about educational outcomes for children and youth.

Reflection Questions:	Your Ratings:
1. How do site staff use the context expertise of families to better their content expertise? 2. How do site staff utilize the assets of families in its programs/schools? 3. How do site staff use FSCP as a school improvement strategy?	(NW, ED, P or E)

Describe the extent to which site staff are providing opportunities for educators and families to improve how they work together to support student learning and development.

Describe two practices implemented in the past year that were intended to improve the skills of teachers and/or families.

Describe the ways family strengths are brought into the site to support family engagement or instructional programing.

Describe the way(s) family engagement is included in the site accountability framework or documents.

Ingredients of a Partnership Approach:
School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation

EE4

Dedicate Necessary Resources
The site has and uses the necessary resources to integrate and elevate partnering practices to scale.

Reflection Questions:	Your Ratings: (NW, ED, P or E)
4. How do site staff implement evidence-based practices to cultivate and sustain FSCP?	
5. Where is site staff now and where will they go (e.g., evaluation and goal setting)?	
6. How do site staff continually improve family partnerships through community-based resources?	

To what extent do site staff adequately invest and direct resources (financial, people, time) into the family, school, and community partnership efforts, and why?

Describe up to two partnership practices site staff implemented this past year that were evidence-based.

To what extent are the partnership practices site staff implement aligned to the goals in the accountability and improvement plan, and how well do site staff assess whether these practices are effective?

What processes are in place to help site staff improve the partnership practices they use with families or community partners?

Ingredients of a Partnership Approach:
School leadership, Attention to inequities, Giving voice and sharing power, Programmatic approach, Teamwork & shared leadership, & Evaluation