

California Community Engagement Initiative

Community Engagement Best Practices Self Assessment Tool



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Introduction

The Community Engagement Initiative (CEI) aims to build the capacity of school districts and communities to facilitate meaningful engagement, identify effective models of engagement and metrics, and support relationships between county offices of education and school districts.¹ Established in 2018, CEI convenes school districts, charter schools, and county offices of education across California to create initiatives geared towards improving outcomes for students, build peer-to-peer relationships, and deepen understanding of authentic engagement through equitable and culturally responsive practices.²

How does CEI define community engagement

The CEI Community Engagement Best Practices Self Assessment Tool was developed to support meaningful engagement among county offices of education, school districts, and communities. **CEI defines “community engagement” as authentic partnerships amongst students, families, districts and communities that nurture relationships, build trust, ensure cultural, racial and linguistic equity, and lead transformative student outcomes.** While this rubric is a self assessment tool for district and school leaders, students, families, and invested community members should be involved in the process of evaluating meaningful engagement.

We know that “community” in the context of community engagement efforts must encompass more than just parents and families. Throughout the document we refer to “community members” as inclusive of a wider set of constituents than families and students – or those with direct and daily engagement with schools and districts. Community members in this context also refers to individuals and organizations that don’t fit into the traditional parent-child/student-school relationship. This includes residents, voters and nonvoters, in the surrounding areas, nonprofits and community-based organizations that work in partnership or around schools, and the broader community (e.g., elected officials, business, foundations, etc.) who may interact with the school and district system. We use the phrases “the community,” “community members,” “communities,” and “the broader community” when referencing those populations. When we are referencing a strategy that is specific to families or students we name that explicitly.

This self assessment tool categorizes meaningful engagement into seven domains and includes sub-categories of competencies that school and district leaders can use to self-reflect on their district or school-level community engagement efforts and drive continuous improvement along a continuum of growth. Table I below highlights each domain at a high level. Following that, each domain has its own self-assessment rubric that provides an overview of what it looks like to begin cultivating those practices in a school district.

It should be noted that while these domains are sequenced in a way that builds on each other, cultivating meaningful community engagement is not a linear or one-size-fits-all process. The first four domains are broadly applicable to engagement with students, families, and community members. These highlight practices from research and community engagement work in school districts across the country that speak to best practices for all key community constituents in a district. The final three domains provide a deeper dive into competencies that school and district leaders can explore if they want to strengthen their engagement work, specifically with students, families, or the community. These speak to practices for authentically uplifting and engaging families, students, and community partners in the process of deepening community engagement efforts.

¹ California Department of Education, [California Community Engagement Initiative Lead Agency](#) (2023).

² Community Engagement Initiative, [Theory of Action](#) (2021).

Authentic community engagement is ongoing and each domain should be assessed and revisited as needed. School and district leaders should utilize this self assessment tool to support participatory practices with students, families and community members in Local Control Funding Formula (LCFF) and Local Control Accountability Planning (LCAP).

Purpose of this self assessment tool

Cultivating authentic and meaningful community engagement among schools/districts, students, families, and community is the ongoing and overall vision of the CEI initiative. This self assessment is a reflection tool that supports advancement towards this vision. When best utilized, this tool should enhance collaboration, support alignment on areas of growth schools and districts may need to focus on, and offer a common reference point that students, families, schools, and district leaders can look to when discussing ways to advance community engagement in their communities.

We also know that community engagement efforts will look different across geographies and in districts of different sizes, particularly those related to human capital and investing district resources in community engagement efforts. While this tool aims to be inclusive and comprehensive of a variety of schools/districts and students, families, and communities, it's important to acknowledge some schools and districts may not have access to the breadth of resources we mention within the "look fors." For this reason, we left space throughout the document for districts to add their own practices and reflect on how those whose communities have different needs based on size, geographic or demographic makeup may incorporate the highlighted practices in different ways.

An important note to school and district leaders using this self assessment tool:

This self assessment tool should serve as one resource your school/district can use to highlight existing strengths, weaknesses, and areas of growth. It is also important to consider your own positionality and power dynamics among students, families, community members, as well as teachers and school/district leaders, as you invite a variety of community members into this conversation and incorporate feedback that advances meaningful community engagement.

Anchor frameworks and research for building meaningful community engagement:

The following seven domains and corresponding competencies were pulled from leading research and resources on building meaningful community engagement between school districts and communities.

This rubric is guided by insights and takeaways from CEI participating districts and the following anchor frameworks:

- [6 Core Root Cause Analysis of Student and Family Engagement](#)
- [The Dual Capacity-Building Framework for Family-School Partnerships \(2019\)](#)
- [Flamboyant Foundation School-Wide Family Engagement Rubric](#)
- [Albuquerque Public Schools Family and Community Engagement Policy and Rubric](#)
- [Reimagining Parent Engagement in California](#)
- [The California Department of Education Family Engagement Toolkit - Continuous Improvement through an Equity Lens](#)
- [The California Department of Education Community Schools Framework](#)
- [The Los Angeles Unified School District's Parent and Family Empowerment Rubric](#)
- [Self-Reflection Tool for Priority 3: Parental Engagement](#)
- [Community Engagement Guide: State of Washington Department of Health](#)
- [Colorado Department of Education: Family, School, Community Partnerships](#)
- [School/Family/ Community/ Partnerships: Caring for the Children We Share](#)
- [Headstart Parent, Family, and Community Engagement Framework](#)
- [Community Engagement Procedure: Glenorchy City](#)
- [Youth Engagement in Policy, Research, and Practice: The Urban Institute](#)
- [Youth Engagement in Practice: American Institute for Research](#)
- [School, Family, and Community Partnerships: Your Handbook for Action 4th Edition](#)

- Seeing is Believing: Promising Practices for How School Districts Promote Family Engagement

How to use the CEI Community Engagement Best Practices Self Assessment Tool:

*This document is available in electronic or hard copy depending on your district/school site preferences

Step 1: Review the CEI self assessment summary table

Before beginning your self assessment rating process, it is important district and school leaders review the overall summary table and notice how each foundational belief and associated competencies build on each other as you move through the continuum of growth.

Step 2: Review each domain and corresponding competencies

Beginning with domain one, read the foundational belief and impact statement, then the descriptor language for each competency. Brief definitions are provided for each rating and weighted as follows: not evident (1), developing (2), maturing (3), and advanced (4). After reading each descriptor, district and school leaders should ask: *Is this description true for my school/district? Are we employing these practices but in a different way? If yes, move on to the next description. If no, reflect on what next steps your school district may take to work toward progress in that competency area to advance community engagement practices.*

Notice the top four domains (1, 2, 3, and 4) focus on community engagement practices that are foundational for all constituent groups (i.e., are helpful in building relationships and engagement with all stakeholders, such as community-based organizations, students, families, and other community partners like) and the last three domains (5, 6, and 7) highlight practices with a specific lens for three highly engaged partners in education: families, students, and community members. The framework is not fully exhaustive of all strategies for these constituencies, but draws on previous research and helpful frameworks that center the voices of those three major constituencies for K-12 school systems.

Step 3: Review “look fors” — circle/highlight those you see at your school/district

After you review each descriptor, read each “look for” and circle/highlight those you see evidence of in your school/district. If there are additional “look fors” that you believe correspond with the description, please write/type these in and circle/highlight if your school/district is currently practicing them. The “look fors” are a helpful place to start if you are looking for ideas of how to move along the continuum of growth within a given competency. This is also not an exhaustive list. As you review the look fors, consider how you may already be implementing some of these practices in your own school/district.

Step 4: Select a rating for each competency and an overall rating for each domain

Decide a rating for each competency based on how many look fors you have highlighted/circled. Decide an overall rating for each domain after adding up competency ratings. Reflect on specific next steps your school and/or district will take to support advancement to the next stage on the continuum of growth. These specific next steps should be documented, saved, and reviewed during monthly and annual school and district meetings, as well as shared with school and district staff, families, and community members (space for reflection is included at the bottom of each domain).

Step 5: Integrate ratings and next steps into long-term planning at your school/district

The CEI Community Engagement Best Practices Self Assessment is a tool to support ongoing reflection and continuous growth. District and school leaders should utilize data and reflections from this tool to advance long-term planning and participatory practices in LCFF and LCAP planning that include students, families, and community members in this process. School and district leaders can decide to hone in on various areas of focus including specific domains throughout the school year and during long-term strategic planning. No matter the approach your school and district take, consistent follow-up is vital towards creating accountable leadership and structures that contribute to growth and sustainable change over time.

Table I: CEI Self Assessment Tool Summary Table

Domains	Competencies
These four domains highlight practices that are applicable to deepening engagement efforts with all key community constituents, including students, families, educators, school and district leaders, and community based organizations.	
Domain 1: BUILDING RELATIONSHIPS <i>Foundational Belief:</i> Shared belief that strong relationships with students, families, and community provide the necessary foundation for effective, collaborative efforts to improve student outcomes and school/district performance. This domain is the foundation of all other domains. <i>Impact:</i> Researchers have found that creating a foundation built on mutual trust is an essential condition for building meaningful community engagement. ³ In addition, this foundation of mutual trust through relationships should be embraced at a systemic level by district leaders and embedded into all aspects of meaningful engagement strategies to sustain long term impact.	1.1 Inclusive and welcoming district culture 1.2 Create a culture of service 1.3 Frequent, proactive, student, family, and community centered communication 1.4 Crucial conversations 1.5 With a base of belonging, students, families, and community are supported to take action
Domain 2: BUILDING COLLECTIVE EFFICACY <i>Foundational Belief:</i> When district staff, students, families, and community demonstrate trust in each other and have a shared belief that by working together, learning together, and growing together, they can positively impact student learning. <i>Impact:</i> Researchers have found that when a team of individuals “share the belief that their unified efforts can overcome challenges and produce intended results, groups are more effective.” ⁴ Building collective efficacy positively influences the overall narrative of school improvement and encourages investment from all members of the community to contribute to a shared belief of improving outcomes for students. Evidence supporting the importance of collective efficacy goes beyond the classroom. At the neighborhood level, this group’s belief in their own collective power is also shown to be highly related to better community outcomes (e.g., health outcomes, lower crime, strong school outcomes). ⁵	2.1 Staff mindsets 2.2 Student, family and community mindsets 2.3 Student, family and community connections 2.4 Respect for student, family and community leadership 2.5 Leadership development of student, family and community
Domain 3: SHARED POWER AND DECISION-MAKING <i>Foundational Belief:</i> Students, families, and community members are essential for accelerating and sustaining school system change and improving student outcomes. School and district leaders believe they must	3.1 Co-developing vision 3.2 Proactively sharing information about districtwide decision-making structures and opportunities 3.3 Shared decision-making 3.4 Participatory budgeting

³ Ibid

⁴ Donohoo, J., Hattie J., Eells, R., [The Power of Collective Efficacy](#), (2018).

⁵ Sampson, R., [“The Place of Context: A Theory and Strategy for Criminology’s Hard Problems.”](#) (2013).

<p><i>invest in family and community capacity to lead that change. Staff share a fundamental belief that shifting power to families and community in decision-making actually improves the outcomes of those decisions. Families and communities not only deserve this, but they have vital insights and assets to contribute.</i></p> <p><i>Impact: Building on domains one and two, domain three centers the importance of growing the capacity of educators, while simultaneously enhancing families and community members' power and decision-making, leading to meaningful engagement and positive outcomes for students.</i></p>	<p>3.5 The district encourages, supports, and equips families and community to take initiative and contribute to school improvement priorities 3.6 The district creates multiple avenues (online and in person) so that families and community can participate in collaborative strategic planning for school improvement 3.7 Outreach to the most marginalized families and community members and removal of barriers to participation</p>
<p>Domain 4: OPERATIONS, SYSTEMS, STRUCTURES, AND RESOURCING THE WORK</p> <p><i>Foundational Belief: Systems, structures, and resource allocation play a critical role in a district's ability to effectively engage students, families, and community and sustain a culture that centers students, families, and community and develops them, and shares power in a productive way that benefits students.* Schools and districts utilize the resources they have and include a wide range of invested community members in the process of resource allocation, planning, and collaborating to meet the needs of their students.</i></p> <p><i>Impact: Integrating meaningful engagement practices into school and district operations, systems, and structures will ensure sustained efforts over time. Students, families, and community members feel seen, heard, and valued when they see meaningful community engagement and collaboration across sectors like schools, local government, and local community based organizations.</i></p> <p><i>*A note on this domain: We know that districts across the state have access to varying degrees of resources and every district may not be able to operationalize community engagement efforts (i.e. implementing a full FACE team) using the strategies outlined in this domain. We have highlighted some look fors that are applicable to smaller school districts, but also invite leaders from smaller communities to use the self-reflection prompts for this domain and consider how they might be implementing these practices in a different way. We also invite leaders in those districts to explore Domain 7, which highlights how districts can best leverage the resources available through community partners.</i></p>	<p>4.1 Community-facing staff are deeply embedded in schools, depending on district size and access to resources 4.2 District allocates meaningful resources to staffing community engagement activities 4.3 Language access 4.4 Equitable distribution of resources for student, family, and community engagement activities</p>
<p>These three domains highlight practices that are specific to core constituents in CEI's definition of community engagement. These are useful self-assessment tools for districts looking to deepen engagement specifically with families or students or deepen their partnerships with the community.</p>	
<p>Domain 5: FAMILIES AS CO-EDUCATORS</p> <p><i>Foundational Belief: Both families and district/school staff must work together to reframe and disrupt hierarchical notions of the role of the family and instead value families as co-educators with equally important insights, perspectives, and power in shaping their children's education.</i></p> <p><i>Impact: Research shows students achieve better outcomes in school when their parents and/or guardians are engaged in their education.⁶ Furthermore, to build authentic, meaningful engagement with parents and/or guardians, educators must disrupt deficit views of families and deepen their understanding of existing community assets that families have and can contribute to school improvement efforts that positively impact all students' educational experiences.⁷</i></p>	<p>5.1 Reframes the role of families as co-educators and partners in their children's education 5.2 Supports learning at home and invest in professional development and coaching 5.3 Family and community access to instructional data 5.4 Align family engagement activities with learning goals</p>

⁶ Flamboyan Foundation, [School-Wide Family Engagement Rubric](#), (n/a).

⁷ Mapp, K, [The Dual Capacity Framework for Family-School Partnerships](#). (2019)

<p>Domain 6: PARTICIPATORY PRACTICES WITH STUDENTS</p> <p><i>Foundational Belief:</i> Youth engagement is seen as a crucial element of community engagement. Families, district/school staff, and other school community members believe student voices should be listened to and uplifted. In addition, adults in power believe in the benefits of working in partnership with students through participatory practices that enhance student's sense of agency in contributing to their educational experience.</p> <p><i>Impact:</i> Research shows the long lasting benefits of youth engagement for the entire community. Youth engagement promotes inclusivity in policies, programs, services, and builds capacity for the next generation. Youth engagement improves the validity of efforts focused on young people since young people are actively included in the process and offers youth opportunities to be included in change efforts in their communities.</p>	<p>6.1 Intentional and inclusive spaces exist for youth engagement 6.2 Align youth engagement activities with school and district learning goals 6.3 Multiple avenues exist for youth engagement 6.4 Utilize youth participatory engagement strategies as a north star</p>
<p>Domain 7: COMMUNITY AS COLLABORATORS</p> <p><i>Foundational Belief:</i> Community and community partners are an essential element of school district change work. When the community is at the table alongside district leaders co-producing a vision for students, they help build investment for systemic change and expand access to resources for students.</p> <p>The group, "community members" is inclusive of families and students – who are constituents with direct and daily engagement with schools and districts. However, the community also involves individuals and organizations that don't fit into the traditional parent-child/student-school relationship. This includes residents, voters and nonvoters, in the surrounding areas, nonprofits and community-based organizations that work in partnership or around schools, and the broader community (e.g., elected officials, business, foundations, etc.). This domain provides strategies for integrating resources and sparking engagement and collaboration with the broader community that is inclusive of all the stakeholders listed here above. This is not intended to replace the strong community-partnerships approaches outlined in community schools models. Alternatively, this domain provides a review of strategies that can fit into any school and/or district –whether it implements a community school model or not – as it assesses its approach to collaborating with the community.</p> <p><i>Impact:</i> Community partnerships are an important component of student and school success. Schools and districts are stronger when they bring together community partners alongside educators, parents, and students to act as decision makers.⁸ Research has also shown that when schools and districts adopt a community-centered model where community resources (academics, health and social services, youth and community development, early learning and care, and expanded learning) are integrated into school sites alongside community engagement, this leads to improved student learning and stronger communities.⁹</p>	<p>7.1 Integrate resources and services from the community into schools 7.2 Convenes and aligns ecosystem of community partners 7.3 Schools are seen as neighborhood hubs (i.e. deliver a range of services beyond education in order to prepare their students to learn and to assist families) and there is a high degree of trust between the community and the district 7.4 The district regularly collects, makes use of, and shares data on the impact of community partnerships 7.5 Strong multi-directional channels of community engagement</p>

⁸Maier, A et al. [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence](#). (2017).

⁹ Blank, M., Jacobson, R., & Melaville, A. [Achieving results through community school partnerships: How district and community leaders are building effective, sustainable relationships](#). (2012).

<p>Domain 6: PARTICIPATORY PRACTICES WITH STUDENTS</p> <p><i>Foundational Belief:</i> Youth engagement is seen as a crucial element of community engagement. Families, district/school staff, and other school community members believe student voices should be listened to and uplifted. In addition, adults in power believe in the benefits of working in partnership with students through participatory practices that enhance student's sense of agency in contributing to their educational experience.</p> <p><i>Impact:</i> Research shows the long lasting benefits of youth engagement for the entire community. Youth engagement promotes inclusivity in policies, programs, services, and builds capacity for the next generation. Youth engagement improves the validity of efforts focused on young people since young people are actively included in the process and offers youth opportunities to be included in change efforts in their communities.</p>	<p>6.1 Intentional and inclusive spaces exist for youth engagement 6.2 Align youth engagement activities with school and district learning goals 6.3 Multiple avenues exist for youth engagement 6.4 Utilize youth participatory engagement strategies as a north star</p>
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DISTRICT SELF ASSESSMENT (fill in your rating/responses below)					
COMPETENCY	NOT EVIDENT <i>Ignored, marginalized, dismissed, excluded, tokenized</i>	DEVELOPING <i>Informed, consulted</i>	MATURING <i>Involved, engaged</i>	ADVANCED <i>Partnered with, developed as leaders, empowered, involved in co-creation, shared power</i>	Current stage (circle or highlight below)
1.1 Inclusive and welcoming district culture	District and school policies, practices, and programs are developed with little consideration and respect for the strengths, assets, needs, and diversity of the community it serves, and the students and families that comprise it.	District and school policies, practices, and programs are in place but not formalized. There are emerging practices (translation services, home visits, professional development, cultural celebrations representing broader community) that create a more inclusive space for students, families, and community to engage.	Inclusive district and school policies, practices and programs that are formalized and build a culture of inclusivity and belonging for all students, families, and community that reflects and respects diversity within the broader community and supports all students, families, and community members to take action.	<p>Look fors:</p> <p>The district does not translate family and community facing documents into multiple languages.</p> <p>The district does not provide professional development to its staff around community engagement and cultural responsiveness.</p>	Not Evident (1) Developing (2) Maturing (3) Advanced (4)
				<p>Look fors:</p> <p>District prepares family and community friendly information materials in multiple languages.</p> <p>District provides professional development to all staff in cultural responsiveness.</p> <p>District provides guidance to administrators on holding informal coffee chats connected to the broader community.</p>	<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>

¹⁰ Ibid

		engage diverse families and communities.	Not Evident (1) Developing (2) Maturing (3) Advanced (4)
1.2 Create a culture of service	Families' and communities' concerns are not promptly addressed or are met with defensiveness or dismissal by school and district staff.	<p>Families' and communities' concerns or questions are respectfully responded to after some persistence, but school staff typically do not engage in collaborative problem-solving that results in a plan for action.</p> <p>Look fors:</p> <p>There are not clear systems for community groups to receive information or data about school performance or policies.</p> <p>Families and communities are ignored by the front office, and district and school staff are not welcoming when families and community members come in with questions.</p> <p>District and school staff do not make an effort to showcase student work in a public way (student performances, highlighting student work, etc.)</p> <p>School leaders are not expected to, nor are they regularly available to, meet with students, families and community members.</p>	<p>The district and schools build trust first by responsively meeting family and community needs, creating a welcoming culture that invites families and community members to raise concerns. School and district staff work proactively to address the concerns of families and communities and seek to collaboratively problem-solve with families and communities. This results in a plan of action, follow-up and accountability.</p> <p>Look fors:</p> <p>There are some informal systems in place for the community and families to provide feedback.</p> <p>In some cases, there are regular data collection, surveys, or mechanisms for students, families, communities to provide feedback to school and district leaders, but outreach strategies are limited.</p> <p>Staff make limited efforts to engage with families and the community. Most of these engagements are regulatory in nature.</p> <p>Frontline district staff and senior leaders are expected to engage with families and the broader community both proactively and reactively to accomplish their work.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>

There are no regular data collection, surveys, or mechanisms for students, families, and community members to provide feedback to school and district leaders.	1.3 Frequent, proactive, student, family, and community centered communication	<p>School and district communicate conflicting or inconsistent messages. Communication to students, families, and community is infrequent and reactive, rather than frequent and proactive.</p> <p>Look fors:</p> <p>Students, families, and community members do not report having positive relationships with school or district staff and therefore rarely engage or only engage reactively when problems arise.</p> <p>Schools and districts typically use “one-size-fits-all” standardized communication strategies rather than differentiated for unique student, family, and community strengths, assets, and needs.</p> <p>Translation and interpretation is not consistently provided.</p>	<p>The district provides clear, consistent and frequent, but mostly one-directional communication to students, families, and community.</p> <p>Look fors:</p> <p>Communications feature students and families and community members as valued partners in the school community.</p> <p>Messages, policies, and decisions are consistently communicated at both the school and district level, but there are few opportunities for students, families, and the community to share information with the school or with each other.</p> <p>Weekly school bulletin, robo-calls, text messages, and email communication. Updated school and district calendars are distributed regularly.</p>
			<p>The district provides clear, consistent proactive information on school and classroom expectations, policies, and procedures and opportunities for engagement at the district level.</p> <p>Look fors:</p> <p>Circles or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>

There are no regular data collection, surveys, or mechanisms for students, families, and community members to provide feedback to school and district leaders.

1.3 Frequent, proactive, student, family, and community centered communication

School and district communicate conflicting or inconsistent messages. Communication to students, families, and community is infrequent and reactive, rather than frequent and proactive.

Look fors:

Students, families, and community members do not report having positive relationships with school or district staff and therefore rarely engage or only engage reactively when problems arise.

Schools and districts typically use “one-size-fits-all” standardized communication strategies rather than differentiated for unique student, family, and community strengths, assets, and needs.

Translation and interpretation is not consistently provided.

The district and school strategies for disseminating information and communication assume communities and families understand how to navigate complex bureaucratic systems and educational intricacies. They expect communities and families to meet them on their terms and conform to the default

Look fors:

Communications feature students and families and community members as valued partners in the school community.

Messages, policies, and decisions are consistently communicated at both the school and district level, but there are few opportunities for students, families, and the community to share information with the school or with each other.

Weekly school bulletin, robo-calls, text messages, and email communication. Updated school and district calendars are distributed regularly.

Translation and interpretation are provided, but inconsistently or not across all languages.

Written materials are color-coded, highly visual, and accessible for students, families, and community. Data is accompanied with visuals.

The district provides multiple channels for communication, such as phone, email, in-person meetings, and online platforms. Office hours, appointments, and support services should be scheduled at times convenient for students, families and community.

Home-school communication mechanisms consistently meet the literacy, language, and media preferences of ELL, low-literacy, or other hard-to-reach students and families.

Newsletters co-created with or featuring students, families, and the community.

Not Evident (1)
Developing (2)
Maturing (3)
Advanced (4)

Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?

Reflection point: Who did you involve in this assessment to help inform your rating?

	communication approaches that district staff prefer.	
1.4 Crucial conversations	<p>Most conversations are reactive and isolated and one-directional with school or district staff informing students, families, or the community of problems or giving them directives.</p> <p>School and district staff fail to recognize how power and privilege play out in conversations and are unaware of, or choose not to interrupt, hierarchical power dynamics. Little thought is given to racial, cultural, or linguistic differences.</p> <p>Look fors:</p> <p>Conversations between the district and school sites and students, families, community are reactive and directive rather than proactive. They are typically only initiated after some sort of negative incident or interaction between students and families, and community and school and district staff.</p>	<p>School and district staff recognize how power and privilege play out in conversations and are generally aware of racial, cultural, and linguistic power dynamics.</p> <p>Look fors:</p> <p>The district has some informal structures to support students, families, and the community and hold conversations with school and district leaders.</p> <p>There are informal professional expectations that educators and district staff engage in conversations with students, families, and the community but these are not formalized in district expectations, job descriptions, or performance evaluations.</p> <p>Look fors:</p> <p>There are regular opportunities for two-way conversations between students, families, community and district staff.</p> <p>District and school staff recognize how power, privilege, and identity play out in crucial conversations and actively interrupt hierarchical power dynamics.</p> <p>Reflection point: What actions can your district take to advance to the next step on the continuum of engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p> <p>Relationship building starts at the school level and educators play a critical role in opening up authentic dialogue with students, families, and the community and decision-making processes. This is reflected in their job descriptions and performance evaluations.</p> <p>Coaching around effective communication between students, families, and the community and district and school staff is limited and staff have to seek it out.</p> <p>District and school staff conduct role play and simulation exercises during</p>

	<p>professional development sessions to help educators practice and refine their skills in having crucial conversations.</p> <p>District and school staff provide feedback and coaching to help educators develop effective communication techniques and build confidence in addressing challenging topics.</p> <p>Staff is encouraged to engage in reflective practices after having crucial conversations with families and the community (e.g. self-reflection, journaling, or seeking feedback from colleagues or mentors).</p>
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	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p>	
<p>1.5 With a base of belonging, students, families, and the community are supported to take action</p>	<p>While concerns or questions are responded to in a timely, respectful and collaborative way, there is not always district follow up. Students, families, and the community are often hesitant to take action when problems arise.</p> <p>Look fors:</p> <p>There are few or no opportunities for parents, families, and the community to interact with each other.</p> <p>Public meetings are closed to students, families, and community or inaccessible due to linguistic or timing barriers.</p>	<p>There is a high degree of trust between the district, students, families, and the community. When concerns are raised the district is collaborative and proactive about co-designing solutions. Students, families, and the community regularly take action when problems arise.</p> <p>Look fors:</p> <p>There are a few key school site leaders across the district who are committed to engaging with students, families, and community but these pockets of engagement are not systemic.</p> <p>Public meetings are widely advertised and scheduled around family and community availability, but not always linguistically accessible to all families and the community.</p> <p>There are some key parent and family and community organizations that have taken root in the district that create spaces for families and the community to network with each other and take action on issues.</p>
		<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p> <p>Students, families, and community are deeply embedded in both the school site (as co-educators and leaders) and at the district level (as decision-makers and contributors to policies).</p>
<p>Overall Rating (add up competency ratings to show this domains</p>	<p><input type="radio"/> Not Evident</p> <p><input type="radio"/> Developing</p> <p><input type="radio"/> Maturing</p> <p><input type="radio"/> Advanced</p>	

overall rating)	<p>Reflection point: What look fors are you proud to see your school and/or district currently practicing?</p> <p>Reflection point: After selecting an overall rating, what are three next steps your school and/or district are planning to take to advance in this domain/specific competency? Why is this domain/competency important to your specific school and district (depending on your context and community)? The look fors can help support development of concrete next steps.</p> <ol style="list-style-type: none"> 1) 2) 3)
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Domain 2: BUILDING COLLECTIVE EFFICACY

DISTRICT SELF ASSESSMENT (fill in your rating/responses below)

Foundational Belief: When district staff and students, families, and the community demonstrate trust in one another and have a shared belief that by working together, learning together, and growing together, they can positively impact student learning and school improvement by tackling solvable problems and achieving small wins together.

Impact: Researchers have found that when a team of individuals “share the belief that their unified efforts can overcome challenges and produce intended results, groups are more effective.”¹¹ Building collective efficacy positively influences the overall narrative of school improvement and encourages investment from all members of the community (staff and students, families, community) to contribute to a shared belief of improving outcomes for students. Evidence supporting the importance of collective efficacy goes beyond the classroom. At the neighborhood level, this group’s belief in their own collective power is also shown to be highly related to better community outcomes (e.g., health outcomes, lower crime, strong school outcomes).¹²

COMPETENCY	NOT EVIDENT <i>Ignored, marginalized, dismissed, excluded, tokenized</i>	DEVELOPING <i>Informed, consulted</i>	MATURING <i>Involved, engaged</i>	ADVANCED <i>Partnered with, developed as leaders, empowered, involved in co-creation, shared power</i>	Current stage (circle or highlight below)
2.1 Staff mindsets	District and school staff hold paternalistic attitudes about students, families, and the community including attitudes about student learning, or school improvement, believing they are better equipped to solve problems for students and families or without them.	There are pockets of staff throughout the district that exhibit collective efficacy and there is an emerging belief that students, families, and community are essential to school improvement and positively impacting student achievement.	District and school staff share a collective belief that by working with students, families, and community, they will more positively impact student achievement.	Not Evident (1) Developing (2) Maturing (3) Advanced (4)	Circle or highlight look fors that you see in your district at this time.
	Look fors: District staff often look down on students, families, or community or hold a mindset that they are “less than” or not worthy of engagement. District staff may use demeaning or overly simplistic language with students, families, or community or withhold certain information. District sponsored events with	Look fors: District staff appreciate and support families and the community and see them as “equal” partners in supporting student’s educational experiences and achievement. District staff use respectful language with students, families, and community and make space for all to engage in conversations.	Look fors: District staff articulate to families and the community that they want to partner and explain to families and the community what that looks like and why it is important, as well as offer a variety of venues and opportunities to invite their participation.	Look fors: Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?	Look fors: Reflection point: Who did you involve in this assessment to help inform your rating?

¹¹ Donohoo, J., Hattie J., Ells, R., The Power of Collective Efficacy, (2018).

¹² Sampson, R. “The Place of Context: A Theory and Strategy for Criminology’s Hard Problems.” (2013).

<p>students, families, and community are exclusively celebratory and do not create space for students, families, and community to voice their opinions about issues related to the district.</p>	<p>District staff engage directly with families and the community during events and meetings and families and the community are invited to share their opinions.</p> <p>opportunities for students, families, and the community to engage that ask all to be directly involved in district decision-making (i.e. events where students, families, and community speak to each other on issues that matter most to them in the district).</p>	<p>Look fors:</p> <p>District staff attend family and community organized events and make space for families and community members to lead change efforts.</p> <p>District staff provide regular guidance for students, families, and the community on how they can engage as advocates and share their opinions on education issues.</p> <p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <p>Look fors:</p> <p>Families and the community are beginning to redefine the way they engage with schools and their student's learning process. They work together and see themselves as individual and collective drivers of the success of their school and student learning.</p> <p>Look fors:</p> <p>Families and community members say they are engaged in higher order decision-making (e.g. district policies that impact student learning) some of the time, but it is typically performative in nature.</p> <p>Look fors:</p> <p>Families and community members do not feel represented in higher order decision-making and do not articulate that they feel like true thought partners.</p> <p>When students, families, and the community are asked to contribute their opinions, they do not feel like</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
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<p>the district actually listens and there is little or no follow-up action.</p> <p>There may be a small selection of highly engaged students, families, and community members but it is the same 5-10 individuals who attend most events and there is not a diverse representation of students, family, and community opinions represented in public meeting spaces.</p>	<p>opinions (e.g. a community engagement director or school community outreach officer), but don't feel that sentiment is widespread across the district.</p> <p>Some families, students, and community members believe and articulate that they play a role in making sure their child learns what is taught in school, but that sentiment is not widespread.</p> <p>Students, families, and community members do not feel like they are able to share their perspectives in public meeting spaces and they are not given sufficient time in meetings to share opinions and discuss topics.</p>	<p>from the district when they share their ideas about policy decisions.</p> <p>Students, families and community believe and regularly articulate that the district works to authentically build relationships with students, families, and community.</p> <p>Families, students and the community believe and regularly articulate that they play a role in making sure that their child learns what is taught in school.</p> <p>Families, students, and community members sometimes call attention to decisions about learning that do not seem in the best interest of students,, but often opt out of engagement opportunities where they can voice their opinions.</p>	<p>Families, students, and community members regularly call attention to decisions about learning that do not seem in the best interest of students.</p>	<p>Families and community members feel and regularly articulate that they have a clear understanding of the major decisions happening throughout the district and their school sites.</p>	<p>Not Evident (1) Developing (2) Maturing (3) Advanced (4)</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Look fors:</p>
	<p>2.3 Student, family, and community connections</p>	<p>With their individual needs largely ignored, families and community members feel little motivation or opportunity to work collectively with other families and the broader community or with district staff to solve larger problems.</p>		<p>Families and community groups are beginning to build advocacy networks and may come together and coalesce on advocacy efforts for a key problem facing the district. Those networks extend beyond the formal district community engagement structures (ELAC committees, PTA, etc).</p>	<p>Look fors:</p>

	<p>The district is able to recruit volunteers from the community for school and district events and there is wide-spread enthusiasm from families, students, and the broader community around engaging in district decisions.</p> <p>If there are leadership opportunities (e.g. Parent University, Youth Councils, etc), enrollment is generally high and families, students, and community members have positive things to say about the programs.</p> <p>It is clear that opportunities for engagement are performative in nature and are merely offered so the district can meet legal requirements.</p> <p>Families, students, and the community express that they feel they can never or rarely trust local school officials to incorporate their perspectives into decision-making.</p>	<p>There are regularly more volunteers for school or district events, task forces, working groups, SSCs than district teams can support.</p> <p>If there are leadership opportunities (e.g. Parent University, Youth Councils, etc), there are strong alumni networks and participants continue to engage long after graduation.</p> <p>There are multiple, strong community-led advocacy networks and opportunities for parents, students, and community members to connect with each other. There is an overarching sentiment that families, students, and community members are willing to help each other.</p> <p>There are emerging community-based advocacy networks (i.e. a small network of parent, student, or community leaders across the district) who are working to build up a coalition of advocates outside of formal networks like the PTA and SSC.</p>	<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
<p>It is difficult to recruit volunteers for school or district events, task forces, working groups, SSCs, etc.</p> <p>The district rarely or never creates space for families, students, and the community to come together and connect with each other.</p> <p>Families, students, and community members regularly express that the school and district community does not get families and communities involved in decision-making.</p> <p>It is clear that opportunities for engagement are performative in nature and are merely offered so the district can meet legal requirements.</p> <p>Families, students, and the community express that they feel they can never or rarely trust local school officials to incorporate their perspectives into decision-making.</p>	<p>Family and community leadership and advocacy is viewed as antagonistic or at odds with district and staff vision and met with hostility, defensiveness, or dismissal.</p>	<p>Families and community are confident that when they raise concerns, give feedback, share priorities, their contributions, insights, and leadership will be respected and the district will take action accordingly.</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Look fors:</p> <p>The district may collect survey results</p>
	<p>2.4 Respect for family and community leadership</p> <p>The district rarely or never solicits input from students, families, and</p>	<p>District communications include a</p>	<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p>

	<p>communities.</p> <p>There is no designated point person for connecting families and communities to each other and, as a result, there is limited or no parent-to-parent or broader community engagement.</p> <p>The district rarely or never sponsors learning events for families and community members.</p> <p>There is low student, family, and community engagement in governance and advisory boards.</p>	<p>from students, families, and community but they do not regularly incorporate those responses into decisions.</p> <p>There is a district liaison that connects families and communities with each other but there are no parent-to-parent phone trees or communication networks.</p> <p>The district hosts regular events but rarely reaches out to families and communities that are less engaged.</p> <p>The district sponsors learning-focused opportunities for families, but they are limited and tend to lack community-building and culture-honoring components.</p> <p>Governance and advisory bodies exist and there is strong student, family, community representation in number, but the makeup of those bodies is not fully reflective of the diversity of the school and district.</p>	<p>report-out of survey results and ways in which students, families, and community responses informed decisions.</p> <p>Parent-to-parent phone trees and parent phone directory are common.</p> <p>Community group directories are common and posted in school spaces.</p> <p>The district regularly reaches out to less engaged families and communities to invite their participation in events and decision-making.</p> <p>The district regularly sponsors learning-focused community-building and culture-honoring activities for students, families, and community.</p> <p>The district has an integrated new parent orientation or buddy system for parents to connect with other parents.</p> <p>Governance and advisory bodies are representative of the diversity of the school and district.</p>	<p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
				<p>Not Evident (1)</p> <p>Developing (2)</p>
2.5 Development of family and community	Formal opportunities for family and community members to develop their leadership with support from district staff do not exist.	The district is beginning to invest in families as thought-partners through family training programs and other	District and school staff proactively support family development and build their capacity as advocates	<p>Not Evident (1)</p> <p>Developing (2)</p>

	<p>Maturing (3)</p> <p>Advanced (4)</p> <hr/> <p>Circle or highlight look fors that you see in your district at this time.</p>
<p>leadership</p> <p>leadership opportunities. There may be outside organizations that are beginning to build up channels for more formal avenues for family and community leadership opportunities.</p>	<p>Look fors:</p> <p>Although formal representative bodies (site councils, district committees, surveys and other forums) exist, there is no support from the district to implement programs and engage families and the broader community in the opportunities.</p> <p>More privileged families and community members tend to have a disproportionate voice, power, and representation in district opportunities for leadership, decision-making, and feedback.</p> <p>Students, families, and community are generally passive participants in events, sessions, and workshops rather than active co-leaders.</p> <p>Look fors:</p> <p>There may be emerging opportunities for families to build leadership skills (e.g. Parent University) but those opportunities are limited to a subset of families and there is no district-wide buy-in for the program.</p> <p>District staff develop programs to recruit and support families and community members onto councils and committees but there is limited support from families and community in recruitment and outreach efforts.</p> <p>Students, families, and community actively engage in events, sessions, and workshops and see themselves as leaders in the activity, but are not actively co-designing sessions or leading sessions themselves.</p> <p>Families and community members are trained to co-facilitate family and community oriented workshops.</p> <p>There are embedded district opportunities (e.g. Parent University) for families to develop their skills as leaders and graduates of that program and are honored and respected by district leadership.</p> <p>Families and staff jointly develop programs for recruitment and support, resulting in active participation of families representing the school site student subgroups in councils and committees.</p> <p>The district's master calendar is developed and updated jointly with families, community members, and staff. Events are held at times that meet the needs of families.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>

<p>Overall Rating (add up competency ratings to show this domains overall rating)</p> <ul style="list-style-type: none"> ○ Not evident ○ Developing ○ Maturing ○ Advanced 	<p>Overall Next Step/Notes</p> <p>Reflection point: What look fors are you proud to see your school and/or district currently practicing?</p> <p>Reflection point: After selecting an overall rating, what are three next steps your school and/or district are planning to take to advance in this domain/specific competency? Why is this domain/competency important to your specific school and district (depending on your context and community)? The look fors can help support development of concrete next steps.</p> <ol style="list-style-type: none"> 1) 2) 3)
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Domain 3: SHARED POWER AND DECISION-MAKING

Foundational Belief: Students, families, and community members are essential for accelerating and sustaining school system change and improving student outcomes. School and district leaders believe they must invest in family and community capacity to lead that change. Staff share a fundamental belief that by shifting power to students, families, and community in decision-making, outcomes will improve. Students, families, and communities not only deserve this, but they have vital insights and assets to contribute.

Impact: Building on domains one, two, and three, domain four centers the importance of growing the capacity of educators, while simultaneously enhancing students, families and community members' power and decision-making, leading to meaningful engagement and positive outcomes for students.

COMPETENCY		Current stage (circle or highlight below)		Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?	
3.1 Co-developing vision	NOT EVIDENT <i>Ignored, marginalized, dismissed, excluded, tokenized</i>	DEVELOPING <i>Informed, consulted</i>	MATURING <i>Involved, engaged</i>	ADVANCED <i>Partnered with, developed as leaders, empowered, involved in co-creation, shared power</i>	Not Evident (1) Developing (2) Maturing (3) Advanced (4)
				<p>The district has a regular, transparent process in place for creating and updating its long-term vision and its multi-year strategic plans. Initial points of strategic planning and visioning are highly cooperative so that students, families and community members substantially drive the foundational elements of strategic planning and visioning.</p> <p>Look fors:</p> <p>District only solicits family and community input on plans after many key decisions have already been made and it is not used to substantially drive the process forward.</p> <p>District involves families and community members to participate in review of needs and</p>	<p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
				<p>A periodic (every 2-5 years) strategic planning process is transparently</p>	

DISTRICT SELF ASSESSMENT

(fill in your rating/responses below)

<p>and community strengths, needs, and perspectives about the future direction are taken into account.</p> <p>assets assessments.</p>	<p>published with multiple varied highly-collaborative sessions for family and community groups to give feedback and drive decisions.</p> <p>Students, families, and community are involved in drafting district-wide calendars of events that incorporate a variety of cultural celebrations and seek to honor multiple lived experiences within the district.</p> <p>Families and community members of various cultural groups and identities are involved in identifying district policies, practices, and vision.</p>	<p>When a significant change in leadership occurs (e.g. at the superintendent level), the district invests in a systematic “listening campaign” to ensure students, families and community groups have multiple and varied opportunities to influence perceptions, decisions, and shifts in vision.</p> <p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Look fors:</p> <p>Board meeting agendas, notes, and other public information is shared with students, families, and community in a timely manner using multiple methods (text messages, email, social media, district website, and various events) depending on the level of engagement each group has.</p> <p>Look fors:</p> <p>Schools and districts communicate decisions to students, families, and community members at staff or board meetings after decisions have been confirmed.</p> <p>Students, families, and community are given information about how to volunteer if they ask. Once</p> <p>The district informs students, families, and community about the state of the district (annually/quarterly) and the plan for improvement and progress made, as well as creates varied and meaningful avenues for students, families', and community to provide feedback and co-lead processes.</p> <p>Look fors:</p> <p>Students and families are provided a district handbook in their language preference informing them of district policies and procedures.</p> <p>The district informs students and families about issues and/or proposed changes and gives students and families an</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
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<p>registered to volunteer, they are given an assignment.</p> <p>Students, families, and community members are asked to speak at district board meetings about policy decisions made, but are not involved in the decision.</p>	<p>opportunity to share feedback.</p> <p>Schools and districts utilize a variety of strategies to request feedback from families and community members.</p>	<p>emergency closures) the district increases frequency of transparent communications and this is provided/accessible in multiple formats (in person, social media, email, parent online platforms, etc.) and in multiple languages.</p> <p>District strategically partners with and coordinates community groups in systematic and regular ways to expand the reach of their communications and reach a greater number of families. These groups aid in sharing information, elevating student, family, and community needs, and increasing family participation in feedback surveys or other engagement opportunities.</p>	<p>Not Evident (1)</p>	<p>Developing (2)</p>	<p>Maturing (3)</p>	<p>Advanced (4)</p>
<p>3.3 Shared decision-making</p>	<p>Students, families, and community are not involved in district and school decision-making process on district policies, curricular decisions, etc. and the district does not provide norms or capacity-building opportunities so that students, families, and community can participate in this planning.</p>	<p>Students, families, and community are informed of key decision points at the district and school level. Students, families, and community are invited to share their feedback about district and school policies and curricular decisions.</p>	<p>Look fors:</p>	<p>Curriculum decisions are informed by specific community context and input from students, families, and community.</p>	<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p>	

	<p>Few families can name the core decisions that happened in the district affecting student learning over the last year.</p>	<p>Students, families, and communities generally feel informed about what is happening at their school sites and can name a few major decisions the district has made in the last year.</p>	<p>Students, families, and community are tuned into decisions that the district has made and can clearly articulate how they were involved in decision-making and the impact those decisions had on student learning.</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p>
<p>3.4 Participatory budgeting</p>	<p>District does not share transparent, student, family-or community-facing communications about the annual budgeting cycle or offer development opportunities that intentionally build students', families', and communities' knowledge of the impact of financial trade-off decisions and help them to connect budgetary investments to district improvement efforts.</p>	<p>District shares information about the annual budgeting cycle but it is overly technical, complex, or designed for compliance reporting requirements and not intentionally to build student, family, or community knowledge and leadership. Some limited opportunities for students, family, or community to influence budgetary priorities.</p> <p>Look fors:</p> <p>Districts inform students, families, and community of updates to the budget and LCAP planning process and a definitions key/support guide is offered so all can navigate resources with age-appropriate language.</p> <p>Look fors:</p> <p>Districts inform families and communities of updates to the budget and LCAP planning process but use jargon-heavy language that is not accessible to all.</p> <p>Families and communities rarely or never attend district meetings around goal setting</p>	<p>District produces clear and regular updates about the annual budgeting cycle, through varied communication tools. District builds students', families', and community knowledge of the impact of financial trade-off decisions, and helps all connect budgetary investments to district improvement efforts. District creates multiple, varied opportunities for students', families, and community to influence budgetary priorities.</p> <p>Look fors:</p> <p>District staff, school leaders, and students, families, and community have regular discussions about how each district program, activity, or budgetary investment links to student learning (e.g. Academic return on investment).</p> <p>Families and communities are regularly engaged in district meetings around goal setting and spending.</p>	<p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>

	<p>and spending.</p> <p>Students, families, and community vocalize that they do not feel meaningfully engaged in the development of their district's planning and budgeting process.</p>	<p>Families and communities vocalize that they feel engaged in the development of their district's budgeting and planning process, but feel excluded from some key decisions.</p>	<p>There are highly engaged families and community members who serve on district committees but those conversations tend to live only in formal meeting spaces and do not extend to families and community groups who are less engaged.</p>	<p>The district makes an effort to ensure all materials related to the budget are student, family, and community friendly, transparent, and accessible. District creates multiple, varied, and accessible opportunities for families to influence budgetary priorities.</p>	<p>The district publishes all materials related to the budget but does not make an explicit effort to make them student, family, or community friendly, transparent, or accessible (i.e. publishes the final budget on the district website but not parent tools on how to navigate the budget).</p>	<p>The district encourages students, families, and community to contribute to improvement priorities, however does not outline what current needs or assets exist, what improvement could look like.</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p>

	<p>school improvement priorities</p> <p>like, and/or shares guidelines and resources students, families, and community in age appropriate ways that could be used to contribute to improvement.</p>	<p>contribute feedback to these efforts.</p> <p>Look fors:</p> <p>Schools and districts offer opportunities to join engagement or planning committees with little power to influence decision-making.</p> <p>The district may publish resources for families and communities but those are limited to formal committees (PTA, SCC, community councils) and not widely shared with families and communities across the district.</p> <p>The district has difficulty articulating an example of a time that students, families, and communities contributed to improvement efforts.</p>	<p>Look fors:</p> <p>The district offers peer-to-peer learning spaces and networking for families and communities on a consistent basis throughout the school year.</p> <p>The district provides resources families and communities can use to help identify existing needs, assets, and areas for improvement.</p> <p>The district can articulate at least one example over the last 12 months where students, families, and communities contributed to improvement efforts.</p> <p>The district has difficulty articulating an example of a time that students, families, and communities contributed to improvement efforts.</p>	<p>Look for:</p> <p>Schools and districts plan ahead to incorporate students, families, and communities' feedback into systems and structures so it is not an afterthought, but a critical component of the decision-making process.</p> <p>The district provides resources families and communities can use to help identify existing needs, assets, and areas for improvement, and hosts workshops and training for families and communities on how to use those tools.</p> <p>The district can articulate multiple examples over the last 12 months where students, families, and communities that were representative of the diversity of the district contributed to improvement efforts.</p>	<p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>	<p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p>
						<p>Not Evident (1)</p> <p>Developing (2)</p>
	<p>3.6 The district creates multiple avenues (online</p>	<p>The strategic planning process is facilitated internally among district staff or opportunities</p>	<p>Students, families, and communities are engaged via surveys and small group</p>	<p>The district creates multiple avenues (online and in-person) so students, families, and communities participate in</p>	<p>Not Evident (1)</p> <p>Developing (2)</p>	<p>CCEE California Collaborative for Educational Excellence</p> <p>San Bernardino County Superintendent of Schools Promoting High-Performing Education</p> <p>Families For Schools California Department of Education</p>

<p>and in-person) for families and communities to participate in collaborative strategic planning for school improvement</p>	<p>for students, families, and communities to engage are limited or inconvenient for students, families, and communities.</p> <p>Look fors:</p> <ul style="list-style-type: none"> Opportunities to engage in strategic planning are only offered in English (other languages are not offered). Meetings where families and communities are invited to attend are limited to formal committee structures and legal requirements. 	<p>discussions at district-led events to share their input on how student outcomes can be improved.</p> <p>Look fors:</p> <ul style="list-style-type: none"> School and district leaders invite families and community groups to participate in review of data and strategic plans. Families and communities are involved in coordinating collaborations among their networks to contribute to school improvement. 	<p>collaborative strategic planning for school improvement.</p> <p>Look fors:</p> <ul style="list-style-type: none"> School and district leaders as well as families and communities plan, coordinate and monitor strategic planning efforts throughout the school year and discuss adjustments together, as needed. <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p> <p>Meetings are always held at a convenient time and location for families and communities and are welcoming to families of all backgrounds. If families and community members are unable to attend the meeting there are multiple other engagement points (surveys, online feedback, listening sessions) where they can contribute to the planning process.</p> <p>Meetings are sometimes held at a convenient time and location for families and communities, but some key decisions happen at times when families are unable to attend. There may also be a secondary information gathering opportunity (survey or listening session) where families and communities can share their opinions and contribute to the process.</p>	<p>Maturing (3)</p> <p>Advanced (4)</p>	<p>Circle or highlight look fors that you see in your district at this time.</p>
<p>3.7 Outreach to the most marginalized students, families, and communities</p>		<p>School and district staff do not recognize disparities in access to power, privilege, and resources or understand how those dynamics impact</p>	<p>School and district staff are aware of marginalized students, families, and communities and begin to unpack how these dynamics impact their ability to engage.</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p>	

and removal of barriers to participation	students, families, and communities ability to engage.	Look fors: <ul style="list-style-type: none"> District staff do not have the skills, capacities, mindsets, and resources to disrupt those inequities and better include the most marginalized students, families, and communities in district engagement or leadership opportunities. The district does not have specific outreach strategies outlined besides those laid out in legal requirements around engagement. The district rarely or never tracks data on engagement and if data is collected it is just on total counts of attendees but the data is not disaggregated by key demographics. The district has not articulated a common language and vision for how they will work to disrupt disparities. The most underrepresented students, families, and community members in the district regularly share that they feel excluded from district 	Look fors: <ul style="list-style-type: none"> District staff begin to engage in their own personal work of identifying how to better engage marginalized students, families, and communities. The district has embedded strategies into formal budget and planning structures about how it will implement outreach strategies. The district tracks data on engagement but does not disaggregate that data by key demographics. The district has articulated a common language and vision around how they will work to disrupt disparities but understanding of that vision varies across the district. The most underrepresented students, families, and communities in the district vocalize that they feel engaged and receive regular outreach from the district around involvement opportunities, but many still face barriers to engagement. The most underrepresented students, families, and community members in the district regularly share that they feel excluded from district 	Look fors: <ul style="list-style-type: none"> District staff develop outreach strategies to the most marginalized students, families, and communities and actively seek to remove barriers to participation in district engagement or leadership opportunities. The district has embedded strategies into formal budget and planning structures about how it will implement outreach strategies. There are targeted and measurable goals for engagement. The district tracks key demographic data on engagement and regularly engages in conversations around how to invite a wider set of students, families, and communities into conversations. The district has developed a common language and vision around how they will work to disrupt disparities in access to power and staff across the district can articulate that vision. The most underrepresented students, families, and communities in the district vocalize that they feel engaged and receive regular outreach from the district around involvement opportunities. 	Advanced (4) <input type="checkbox"/> Circle or highlight look fors that you see in your district at this time.

processes and staff to not make an effort to reach out to them.		
Overall Rating (add up competency ratings to show this domains overall rating)	<ul style="list-style-type: none"> Not Evident Developing Maturing Advanced 	<p>Reflection point: What look fors are you proud to see your school and/or district currently practicing?</p>

Reflection point: After selecting an overall rating, what are three next steps your school and/or district are planning to take to advance in this domain/specific competency? Why is this domain/competency important to your specific school and district (depending on your context and community)? The look fors can help support development of concrete next steps.

- 1)
- 2)
- 3)

Domain 4: OPERATIONS, SYSTEMS, STRUCTURES, AND RESOURCING THE WORK

Foundational belief: Systems, structures, and resource allocation play a critical role in a district's ability to effectively engage students, families, and community and sustain a culture that centers and develops students, families, and community, and shares power in a productive way that benefits students.* Schools and districts utilize the resources they have and include a wide range of invested community members in the process of resource allocation, planning, and collaborating to meet the needs of their students.

Impact: Integrating meaningful engagement practices into school and district operations, systems, and structures will ensure sustained efforts over time. Students, families, and community members feel seen, heard, and valued when they see meaningful community engagement and collaboration across sectors like schools, local government, and local community based organizations.

*A note on this domain: We know that districts across the state have access to varying degrees of resources and every district may not be able to operationalize community engagement efforts (i.e. implementing a full FACE team) using the strategies outlined in this domain. We have highlighted some look fors that are applicable to smaller school districts, but also invite leaders from smaller communities to use the self-reflection prompts for this domain and consider how they might be implementing these practices in a different way. We also invite leaders in those districts to explore Domain 7, which highlights how districts can best leverage the resources available through community partners.

DISTRICT SELF ASSESSMENT (fill in your rating/responses below)				
COMPETENCY	NOT EVIDENT <i>Ignored, marginalized, dismissed, excluded, tokenized</i>	DEVELOPING <i>Informed, consulted</i>	MATURING <i>Involved, engaged</i>	ADVANCED <i>Partnered with, developed as leaders, empowered, involved in co-creation, shared power</i>
4.1 Community-facing staff are deeply embedded in schools, depending on district size and access to resources	There is no team (either full-time or part-time staff or a network of community partners or volunteers) of community-facing staff that is embedded in school sites and supports community engagement; these teams are under-resourced, understaffed or not reflective of the cultural and linguistic diversity of the school communities.	There is a team (either full-time, part-time staff or a network of community partners or volunteers) of community-facing staff that is embedded in school sites and coordinates community engagement efforts. Most of their efforts and resources are aligned behind more technical, or administrative, which limits efforts to deepen engagement, capacity building, and leadership development.	There is a team (either full-time staff or a network of community partners or volunteers) of community-facing staff that is fully embedded in school sites and coordinates community engagement efforts. There are clear channels of communication between district staff and the network of staff/partners who support engagement work.	Not Evident (1) Developing (2) Maturing (3) Advanced (4)
	Look fors:	Look fors:	Look fors:	Circle or highlight look fors that you see in your district at this time. Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?

		this assessment to help inform your rating?
In larger districts, there is no community engagement team team and no school-based family and community liaisons.	<p>In larger districts, there is a community engagement team and school-based family and community liaison roles.</p> <p><i>In larger districts, the following might be in place:</i></p> <ul style="list-style-type: none"> FACE teams or a community engagement team exists but are under-resourced or scattered throughout the district. There is a district liaison or community engagement team but that individual(s) does not have the capacity to meet with families across the district. Community engagement strategies are not built into strategic planning documents outside of a few district staff and school site liaisons. 	<p>In larger districts, teams may allocate resources and manage a community engagement team and schools hire, train, and supervise liaisons to serve as point people to develop community engagement at all school sites. These roles are charged with building community engagement and family leadership, and their corresponding responsibilities are not conflated with translation services.</p> <p><i>In larger districts, the following might be in place:</i></p> <ul style="list-style-type: none"> There is a coordinated implementation of a community engagement program and there is a community engagement coordinator at every school site. Community engagement strategies operationalized and built into the current strategic plan. <p><i>In smaller districts, the following might be in place:</i></p> <ul style="list-style-type: none"> In smaller districts, there is a common understanding amongst staff about core community engagement strategies. The district has operationalized a vision for effective community engagement and staff receive regular professional development on the strategies associated with that vision. In smaller districts, there has not been an effort made to
		<p>In larger districts, teams may allocate resources and manage a community engagement team and schools hire, train, and supervise liaisons to serve as point people to develop community engagement at all school sites. These roles are charged with building community engagement and family leadership, and their corresponding responsibilities are not conflated with translation services.</p> <p><i>In larger districts, the following might be in place:</i></p> <ul style="list-style-type: none"> District tracks and sets goals around hiring staff that represents the racial and linguistic diversity of the community. There is a coordinated implementation of the community engagement program and there is a coordinator or community engagement council at every school site. Those coordinators have full-time roles in schools and offer a full set of programming for the community throughout the year. <p>The district builds community engagement coordinators into</p>

<p>train existing school staff on core community engagement strategies.</p> <p>In smaller districts, school staff receive regular training on core community engagement strategies and feel equipped to implement those strategies.</p>	<p>the district strategic plan and there are systems in place to ensure sustainability.</p> <p><i>In smaller districts, the following might be in place:</i></p> <p>In smaller districts, school staff and community partners receive regular training on core community engagement strategies, feel equipped to implement those strategies, and the district regularly reports out on community engagement efforts.</p> <p>In smaller districts, these coordinated efforts may not be financially sustainable, but district leaders have developed a coordinated community engagement program with existing staff that everyone feels well equipped to execute.</p> <p>Larger districts plan to include community engagement staff and activities in their annual budgets. Families are informed about community engagement-related resources in the budget. In smaller districts, there is a dedicated team or council that sets goals around sustainability for community engagement efforts.</p> <p>4.2 District allocates meaningful resources to staffing community engagement activities</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <hr/> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your</p>
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	<p>Look fors:</p> <p><i>In larger districts, the following might be in place:</i></p> <p>Community engagement staff are seen as extra or “nice to have” additions to district and school communities but not essential resources.</p> <p>A community engagement program is built into the current budget, but at a limited capacity, and there is no intention to scale the program.</p> <p>Regardless of district size and resources, there is no formal channel through which the district facilitates and operationalizes community engagement activities.</p> <p><i>In smaller districts, the following might be in place:</i></p> <p>There are staff across the district who are in community-facing roles but those aren’t clearly defined or consistent. Staff receive little or no training on how to effectively engage with the community and implement strategies.</p>	<p>Look fors:</p> <p><i>In larger districts, the following might be in place:</i></p> <p>Community engagement teams serve as key figures that help connect community members to meaningful resources on a consistent and reliable basis.</p> <p>The district may have a point person for community and family engagement but that person does not have a full staff that is embedded across school sites.</p> <p>The bulk of community engagement falls on informal interactions between educators, school site staff, community, and families, but there are no systemic structures for tracking feedback.</p> <p>The community engagement program is operationalized but is funded by a one-time grant or limited funds and it is not clear whether the program will be sustainable.</p> <p>There are staff across the district who are in community-facing roles but those aren’t clearly defined or consistent. Staff receive little or no training on how to effectively engage with the community and implement strategies.</p>	<p>district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p> <p>community engagement team, community engagement is clearly embedded into district planning documents and formalized into goals.</p> <p>Look fors:</p> <p><i>In larger districts, the following might be in place:</i></p> <p>Asset mapping and community needs assessments are used in resource allocation decisions.</p> <p>The district builds community engagement coordinators into the district budget and there are systems in place to ensure sustainability.</p> <p>The district sets clear goals around funding sustainability and has committed in the strategic plan to growing the community engagement program.</p> <p>Look fors:</p> <p><i>In smaller districts, the following might be in place:</i></p> <p>In smaller districts, there are clear community engagement goals and strong, sustainable, community partnerships in place to implement those goals. The district regularly tracks progress towards those goals and conducts asset mapping to ensure that available resources are effectively allocated.</p>
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		or other sources of funding to implement community engagement strategies.	District adequately resources translation and interpretation to ensure that all families can access engagement and leadership opportunities in ways that promote agency and power among families.	Not Evident (1) Developing (2) Maturing (3) Advanced (4)
4.3 Language access	Schools and districts do not value the linguistic diversity and assets of the community and fail to meet the language needs of families and community members to navigate the system on behalf of their own child or to engage in broader school or district improvement efforts.	<p>Look fors:</p> <p>Translated materials are provided in various formats including hard copy at school and district offices, and online.</p> <p>Navigational support is offered for community members and families who may need it to access various materials.</p> <p>Translated materials are often of low quality, hard to understand, and/or do not demonstrate the same care and support invested in English-only materials.</p>	<p>Materials are translated and reviewed for accuracy. Materials are accessible for all education levels (estimated 8th/9th grade reading level).</p> <p>Interpreters are easily accessible and when possible, schools prioritize staff that speak the language(s) of the school community.</p>	<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
4.4 Equitable distribution of resources for community engagement activities	Schools and districts lack transparency in sharing how resources are distributed for	<p>Look fors:</p> <p>Schools and districts inform families and community partners of how resources will be distributed and ask for feedback on which community engagement activities should be prioritized.</p>	<p>Community based resources and partnerships are monitored and tracked at the central district level to ensure greater equity, and support schools with fewer partnership resources to develop their portfolio of community-facing resources and supports.</p>	<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Look fors:</p> <p>Schools and districts regularly communicate with the community when new resources become available.</p>

<p>Community engagement activities.</p> <p>Resources may be shared at events but are not published or shared widely for the community to access.</p>	<p>Resources are shared at each school site and there is a designated point person responsible for distributing the information to the community.</p>	<p>publish companion explainer pieces and hold workshops to help families and community members engage with materials.</p> <p>Resources are shared at each school site and there is a designated point person responsible for distributing the information to families and community members. That person makes an effort to ensure everyone receives the resources and understands how to use them.</p> <p>continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
	<p>Overall Rating (add up competency ratings to show this domains overall rating)</p> <ul style="list-style-type: none"> <input type="radio"/> Not Evident <input type="radio"/> Developing <input type="radio"/> Maturing <input type="radio"/> Advanced 	<p>Reflection point: What look fors are you proud to see your school and/or district currently practicing?</p> <p>Overall Next Step/Notes</p> <p>Reflection point: After selecting an overall rating, what are three next steps your school and/or district are planning to take to advance in this domain/specific competency? Why is this domain/competency important to your specific school and district (depending on your context and community)? The look fors can help support development of concrete next steps.</p> <p>1)</p> <p>2)</p>

3)



Domain 5: FAMILIES AS CO-EDUCATORS

DISTRICT SELF ASSESSMENT				
(fill in your rating/responses below)				
COMPETENCY	NOT EVIDENT <i>Ignored, marginalized, dismissed, excluded, tokenized</i>	DEVELOPING <i>Informed, consulted</i>	MATURING <i>Involved, engaged</i>	ADVANCED <i>Partnered with, developed as leaders, empowered, involved in co-creation, shared power</i>
5.1 Reframes the role of families as co-educators and partners in their children's education	Family engagement in student learning and instruction is not a priority and there are few events or opportunities for families to get involved in their child's education. Opportunities that do exist are typically not focused on student learning. School and district staff typically convey attitudes of "we know best for your child" and family insights into student learning are not invited, valued, or integrated into instructional planning.	Family engagement in student learning is viewed as a priority and school and district staff view families as playing a critical role in their child's education, but they often maintain some degree of hierarchical notions that minimize or undervalue the role of families in student learning.	School and district staff view families as the first and continuing educators of their children and actively work to disrupt hierarchical notions that relegate or minimize families' role.	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p>

¹³ Flamboyan Foundation, [School-Wide Family Engagement Rubric](#), (n/a).

¹⁴ Mapp, K, [The Dual Capacity Framework for Family-School Partnerships](#). (2019)

	Look fors: Negative assumptions are often held by school staff about the role family members can or want to play in their child's education. Parent-teacher conferences are one-directional and tend to focus on negative behaviors with little attention given to positive reinforcement or a focus on student learning and growth.	Look fors: Parent-teacher conferences are regular and exist in welcoming formats for families, but they are often one-directional with school staff informing families without soliciting their input or making shared collective meaning together with families. Newsletters highlight the role that families play and contain resources or recommendations that connect home learning to school learning.	Look fors: Parent-teacher conferences are two-way conversations that place equal value on the insights and perspectives that families have about the assets and challenges of their students. School policies, practices and programs acknowledge families as partners in their children's education.
	Few formal or informal opportunities exist outside of the minimum district/state mandates for families to come together in community and discuss student learning goals, strategies, and supports.	Staff share school-level information with families but don't often discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs. They share information about learning goals at home and school. Staff share school-level information with families but don't often discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs. They may share information about learning goals at school, but offer little support for connecting those with success and learning at home as well.	Programming exists to bring families to school for learning-oriented activities (e.g. family math nights or literacy nights) but these are one-directional with information being shared with families and few opportunities for families to build community together.
5.2 Supports learning at home and	With little or no guidance from school or district staff, families' efforts to support learning at	School and district staff offer standardized, one-size-fits-all supports, resources, and	Not Evident (1) Developing (2)

	Look fors: Negative assumptions are often held by school staff about the role family members can or want to play in their child's education. Parent-teacher conferences are one-directional and tend to focus on negative behaviors with little attention given to positive reinforcement or a focus on student learning and growth. Few formal or informal opportunities exist outside of the minimum district/state mandates for families to come together in community and discuss student learning goals, strategies, and supports.	Look fors: Parent-teacher conferences are regular and exist in welcoming formats for families, but they are often one-directional with school staff informing families without soliciting their input or making shared collective meaning together with families. Newsletters highlight the role that families play and contain resources or recommendations that connect home learning to school learning.	Look fors: Parent-teacher conferences are two-way conversations that place equal value on the insights and perspectives that families have about the assets and challenges of their students. School policies, practices and programs acknowledge families as partners in their children's education.	Look fors: Staff and families regularly discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs. They share information about learning goals at home and school.	Look fors: Staff share school-level information with families but don't often discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs. They may share information about learning goals at school, but offer little support for connecting those with success and learning at home as well.	Look fors: Programming exists to bring families to school for learning-oriented activities (e.g. family math nights or literacy nights) but these are one-directional with information being shared with families and few opportunities for families to build community together.	Look fors: School and district staff offer standardized, one-size-fits-all supports, resources, and	Not Evident (1) Developing (2)
5.2 Supports learning at home and	With little or no guidance from school or district staff, families' efforts to support learning at							

invest in professional development and coaching	<p>communications to families that reinforce the expectation that families play a role in student learning, but this support fails short of truly building the leadership and agency of families.</p> <p>Look fors:</p> <ul style="list-style-type: none"> Little professional development is offered that truly supports staff to build meaningful opportunities with families that value the role of the family in the students' learning. With little proactive guidance or support from the school or district, families tend to seek support from outside agencies, non-profits, after-school programming, etc. that is not directly aligned with school and district materials, plans, goals, or curriculum. 	<p>monitor their student's progress on academic goals and assist and encourage their children's learning in and out of school.</p> <p>The school and district staff provide information and guidance for families to effectively and regularly reinforce and guide their student's learning.</p> <p>Look fors:</p> <ul style="list-style-type: none"> The district provides professional development to teachers and staff in designing family literacy nights, including how to share student achievement data and strategies to use at home. Families are invited to back-to-school night but are given simple updates on student learning and not asked to engage in foundational conversations about the school and district. Families may volunteer in classrooms, but there are few formal opportunities for families to engage in classrooms. Systems for sharing data and communicating progress to families either do not exist or families are not trained and supported to access those information systems. 	<p>Maturing (3) Advanced (4)</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>

	<p>5.3 Family and community access to instructional data</p> <p>Look fors:</p> <p>The district does not automatically send home parent-facing reports with student learning progress (e.g. results from formative assessments or benchmark assessments).</p> <p>Instead of a standard policy or centrally managed systems that ensure families receive regular updates on student learning, the district leaves this up to the individual discretion of schools or teachers.</p> <p>Public dashboards are not available or the data is not disaggregated by school, race, ELL/SWID status, grade level, subject, etc.</p> <p>Public requests for data from community groups are ignored or delayed.</p> <p>Look fors:</p> <p>District conducts consistent, formative assessments across subjects and supports families to understand data reports for their child at regular intervals, but connecting families to this data is inconsistent; or resources to help families engage, understand, and make meaning out of the data are lacking.</p> <p>Data reports exist, but school level practices around the collaborative use of data with families are limited or non-existent.</p> <p>The district shares data on student learning publicly, but does not create opportunities for families to engage with the data or encourage schools and teachers to regularly share and discuss student learning data with families.</p> <p>The district has a data reporting</p>	<p>Families and community groups have access to regular public data about student learning and school improvement efforts (through parent-facing or public-facing reports or public digital dashboards), and have multiple opportunities to convene and collaboratively discuss data at the student-, school-, and district level.</p>	<p>Not Evident (1) Developing (2) Maturing (3) Advanced (4)</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p> <p>Circle or highlight look fors that you see in your district at this time.</p>

<p>Look fors:</p> <p>The district does not publicly articulate an instructional vision or learning improvement goals.</p> <p>The opportunities for families to engage are focused on other activities with little connection to student learning.</p>	<p>Look fors:</p> <p>The district publicly articulates an instructional vision and learning improvement goals and creates clear family engagement strategies that align to those goals.</p> <p>District plans articulate family engagement actions but they do not include low level engagement opportunities (i.e. inviting families to a student showcase or celebration back-to-school night).</p> <p>There is little to no outreach, or leadership development offered, for families seeking to support learning at home or engage in school improvement efforts.</p>	<p>Look fors:</p> <p>District plans include family engagement actions as part of each student learning goal.</p> <p>At Title I schools, school-parent compacts outline specific ways for families to support student learning.</p> <p>The district's programming and communications for family engagement are student- and learning-centered and are often co-created with families and community members.</p>	<p>Reflection point: Who did you involve in this assessment to help inform your rating?</p> <p>Overall Rating (add up competency ratings to show this domains overall rating)</p> <p>Overall Next Step/Notes</p> <p>Reflection point: What look fors are you proud to see your school and/or district currently practicing?</p> <p>Reflection point: After selecting an overall rating, what are three next steps your school and/or district are planning to take to advance in this</p>
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domain/specific competency? Why is this domain/competency important to your specific school and district (depending on your context and community)? The look fors can help support development of concrete next steps.

1)

2)

3)

Domain 6: PARTICIPATORY PRACTICES WITH STUDENTS

DISTRICT SELF ASSESSMENT (fill in your rating/responses below)			
COMPETENCY	DEVELOPING <i>Informed, consulted</i>	MATURING <i>Involved, engaged</i>	ADVANCED <i>Partnered with, developed as leaders, empowered, involved in co-creation, shared power</i>
6.1 Intentional and inclusive spaces exist for youth engagement	<p>Youth engagement is an afterthought and is often not prioritized in school improvement efforts. When youth are asked to participate in school improvement efforts, they may feel tokenized as the singular youth voice in the room among adults.</p> <p>Look fors:</p> <p>Youth are invited to engage in school improvement efforts via meetings but are among many adults in the room and do not have their own space to discuss feedback with each other.</p> <p>Youth are asked to speak at</p>	<p>Youth are consulted or surveyed on an annual basis and efforts are made to build their input and engagement into school and district operations and school improvement efforts.</p> <p>Look fors:</p> <p>Youth are asked to share at school board meetings; however timing and space for this may seem random. Youth are not given broader context of why sharing their opinions may be important. Maturing schools and districts will have a consistent space for youth</p>	<p>Youth are supported with creating “youth only” spaces, offered substantial resources to sustain youth only spaces, and youth feedback is included in broader school improvement meetings and efforts on a consistent basis.</p> <p>Look fors:</p> <p>Youth feedback and input is consistently requested at school board meetings and there is an intentional space for youth to share in the monthly agenda.</p> <p>Youth are supported by teachers,</p>

Foundational Belief: Youth engagement is seen as a crucial element of community engagement. Families, district/school staff, and other school/community members believe student voices should be listened to and uplifted. In addition, adults in power believe in the benefits of working in partnership with students through participatory practices that enhance student's sense of agency in contributing to their educational experience.

Impact: Research shows the lasting benefits of youth engagement for the entire community.¹⁵ Youth engagement promotes inclusivity in policies, programs, services, and builds capacity for the next generation.¹⁶ Youth engagement improves the validity of efforts focused on young people since youth are actively included in the process and offers them opportunities to be included in change efforts in their communities.¹⁷

Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?

Reflection point: Who did you involve in this assessment to help inform your rating?

¹⁵ The Urban Institute, [Youth Engagement in Policy, Research, and Practice](#), (2022).

¹⁶ Ibid

¹⁷ Ibid

	<p>school board meetings and share their perspective but their feedback is highly curated for the audience of educators and those in power; and youth may feel they cannot be honest sharing their opinions.</p> <p>Schools and districts often invite youth that are already involved in leadership positions or committees and may exclude youth from a diverse set of identities and experiences.</p>	<p>to share at school board meetings. Youth are routinely surveyed about school improvement efforts; however, they do not receive follow-up information or a presentation on what survey results say, what results mean, and what the district or school plans to do with the feedback that was shared.</p> <p>Schools and districts partner with community based organizations, but there is a lack of trust among youth and the organizations.</p>	<p>school leaders, parents/guardians, and community members to develop and engage in “youth only” spaces where a youth council can form.</p> <p>Schools and districts partner with community based organizations that are trained in youth engagement practices and are culturally appropriate, authentic, and intentional with engaging youth.</p> <p>Schools and districts partner with community based organizations that are trusted among youth in the school community.</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p>	<p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your</p>
	<p>6.2 Align youth engagement activities with school and district learning goals</p>	<p>Youth engagement is an afterthought and not aligned or tied to any or few school and district academic goals.</p>	<p>Schools and districts consider how youth identified priorities and needs may align with learning goals and try to build these into curriculum and academic goals.</p> <p>Look fors:</p> <p>Youth are engaged in a variety of ways that showcase and support a variety of learning styles that are developmentally appropriate for every age group.</p> <p>Youth interests are aligned with learning goals and activities.</p> <p>The long term academic and career goals of youth are not aligned with current curriculum or</p>	<p>Curriculum, strategic plans, and any continuous school improvement efforts prioritize youth engagement goals and youth identified priorities, and align these with school and district learning goals.</p> <p>Look fors:</p> <p>Youth are involved from the beginning in creating strategic plans that align with students' learning goals, interests, and various learning styles that are culturally appropriate.</p>	<p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your</p>

<p>strategic goals.</p> <p>Schools and districts offer academic and career resources to youth; however these are not aligned with what youth actually need or want.</p> <p>Schools and districts have low rates of hiring and retaining educators that occupy a variety of identities such as Black, Indigenous, People of Color and LGBTQ+ leading to a lack of representation during youth's educational experiences.</p> <p>6.3 Multiple avenues exist for youth engagement</p>	<p>rating?</p> <p>interests are incorporated into their daily K-12 educational experience.</p> <p>Educators support youth with connecting to broader community assets and resources to support youth with mentorship opportunities aligned with their interests.</p> <p>Schools and districts partner with community based organizations that bring programs and services to youth that align with their long term interests and goals.</p> <p>Schools and districts consider youth engagement strategies that inform and equip youth with tools to engage in learning and cultivate power through sharing resources and data directly with youth.</p> <p>Look fors:</p> <p>Schools and districts do not consider the specific ways in which youth may need or want to be included or engaged. Best practices in youth engagement strategies are not applied and instead miss the mark with authentically engaging youth.</p> <p>Look fors:</p> <p>Schools and districts do not consider how power dynamics may play a role in engaging with youth. Because of this, youth may feel intimidated or turned off to the idea of engaging in community and school improvement efforts.</p> <p>Schools and districts do not see the benefits of sharing power with youth and instead believe they ultimately know what is best, instead of listening to and</p> <p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
	<p>Various youth engagement strategies are utilized to engage youth, including use of social media and virtual/in-person meetings during days/times/events where youth time is prioritized and compensated.¹⁸</p> <p>Look fors:</p> <p>Schools and districts engage youth through a variety of social media channels (Instagram, TikTok, LinkedIn). Youth leaders/youth councils are also engaged with developing these social media posts so they are connected to youth interests.</p> <p>Schools and districts coordinate meetings that align with youth schedules, taking all factors into</p>

¹⁸ American Institute for Research, [Youth Engagement in Practice](#), (2021).

<p>engaging in conversation with youth.</p> <p>Youth may feel like information is being extracted from them when asked to share and participate in school improvement efforts, and they are not offered anything in return.</p> <p>Schools and districts partner with community based organizations, but the staff do not represent the youth they serve.</p>	<p>community, build relationships with adults, and grow their collective power to suggest solutions in partnership with adults.</p> <p>Breakout groups and dedicated spaces during training and school/community meetings exclusively for youth to build relationships and feel safe among a group of peers in order to share their opinions.</p> <p>Involve youth in the planning of school and community improvement meetings.</p>	<p>consideration such as after school sports, arts, and work commitments.</p> <p>Youth are compensated financially for their time when they contribute to feedback sessions and/or participate as members of youth council.</p> <p>Schools and districts partner with community based organizations that are reputable among youth and align with their interests, values, and needs.</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <hr/> <p>Look fors:</p> <p>Youth are consistently and routinely asked to share feedback about strategic plans.</p> <p>Youth are informed about strategic plan goals and updates throughout the school year and have a consistent platform where they may share feedback.</p> <p>Look fors:</p> <p>Youth are surveyed at a later stage in the community engagement and/or school improvement plan and are not included from the beginning.</p> <p>Youth input is included in the strategic planning process to fulfill district or state requirements.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
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<p>Schools and districts partner with a variety of community based organizations that bring their programs to students but do not engage students to see if programs and services meet their specific needs.</p>	<p>statements, meeting agendas and establishing long-term goals as well as evaluative criteria to measure progress towards goals. Youth have a seat at the table for all of these stages of development.</p>	<p>Youth are engaged in partnership with schools and districts to plan which community based organizations may be best to partner with and which services may be most needed.</p>
<p>Overall Rating (add up competency ratings to show this domains overall rating)</p>	<ul style="list-style-type: none"> <input type="radio"/> Not Evident <input type="radio"/> Emerging <input type="radio"/> Maturing <input type="radio"/> Advanced 	<p>Reflection point: What look fors are you proud to see your school and/or district currently practicing?</p> <p>Reflection point: After selecting an overall rating, what are three next steps your school and/or district are planning to take to advance in this domain/specific competency? Why is this domain/competency important to your specific school and district (depending on your context and community)? The look fors can help support development of concrete next steps.</p> <ol style="list-style-type: none"> 1) 2) 3) <p>Overall Next Step/Notes</p>

Domain 7: COMMUNITY AS COLLABORATORS

Foundational Belief: Community and community partners are an essential element of school district change work. When the community is at the table alongside district leaders co-producing a vision for students, they help build investment for systemic change and expands access to resources for students.

The group, “community members” is inclusive of families and students – who are constituents with direct and daily engagement with schools and districts. However, the community also involves individuals and organizations that don’t fit into the traditional parent-child/student-school relationship. This includes residents, voters and nonvoters, in the surrounding areas, nonprofits and community-based organizations that work in partnership or around schools, and the broader community (e.g., elected officials, business, foundations, etc.). This domain provides strategies for integrating resources and sparking engagement and collaboration with the broader community that is inclusive of all the stakeholders listed here above. This is not intended to replace the strong community-partnerships approaches outlined in community schools models. Alternatively, this domain provides a review of strategies that can fit into any school and/or district –whether it implements a community school model or not – as it assesses its approach to collaborating with the community.

Impact: Community partnerships are an important component of student and school success. Schools and districts are stronger when they bring together community partners alongside educators, parents, and students to act as decision makers.¹⁹ Research also shows that when schools and districts adopt a community-centered model where community resources (academics, health and social services, youth and community development, early learning and care, and expanded learning) are integrated into school sites alongside community engagement, this leads to improved student learning and stronger communities.²⁰

DISTRICT SELF ASSESSMENT			
<p>Foundational Belief: Community and community partners are an essential element of school district change work. When the community is at the table alongside district leaders co-producing a vision for students, they help build investment for systemic change and expands access to resources for students.</p>			rating/responses below)
COMPETENCY	DEVELOPING <i>Informed, consulted</i>	MATURING <i>Involved, engaged</i>	ADVANCED <i>Partnered with, developed as leaders, empowered, involved in co-creation, shared power</i>
7.1 Integrate resources and services from the community into schools	There is no organized effort to establish or coordinate community partnerships.	There is a coordinated effort to establish and facilitate community partnerships. A maturing district will begin to layer resources and services and integrate them into formal district planning structures (budgeting, LCAP planning, etc.).	<p>Not Evident (1) Developing (2) Maturing (3) Advanced (4)</p> <p>There is a designated point person, district wide team, or a team at each school site that coordinates all community partnership programming and evaluation. The partnerships are culturally responsive, serve a clear purpose for students, and are deeply integrated into district planning structures.</p> <p>Circle or highlight look for that you see in your district at this time.</p>

¹⁹ Maier, A et al. [Community Schools as an Effective School Improvement Strategy: A Review of the Evidence](#). (2017).

²⁰ Blank, M., Jacobson, R., & Melaville, A. [Achieving results through community school partnerships: How district and community leaders are building effective, sustainable relationships](#). (2012).

	<p>Look fors:</p> <p>Some but not the majority of community partnerships serve a clear purpose that is recognized as a need by the school and district staff, students, and families.</p> <p>There is limited or no effort to integrate resources and coordinate community partnerships.</p> <p>There may be an ecosystem of community partners but it exists outside of the school system and the two systems rarely coordinate with each other.</p> <p>Families and students struggle to name organizations and community partners at their school site.</p>	<p>Look fors:</p> <p>Community partnerships are well established and meet school and district needs, but are not well-advertised. There is uneven implementation of partnerships across school sites.</p> <p>Even if the district does not have capacity to build out a full community partnership team, there is a clear effort from district leaders to establish partnerships with community organizations.</p> <p>There is recognition that those partnerships should be embedded in LCAP planning (particularly Priorities 3, 5, and 6).</p> <p>Families and students generally articulate that there are strong community partnerships at school sites.</p>	<p>Look fors:</p> <p>The district clearly advertises partnerships and each serves a clear purpose for the school community.</p> <p>There is a formal process for entering into partnerships with community organizations and staff at the district level who lead that process.</p> <p>Families and students regularly articulate that community partnerships feel aligned to their cultural and linguistic backgrounds and represent the diversity of the community.</p>	<p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
	<p>7.2 Convenes and aligns ecosystem of community partners</p>	<p>The district and schools do not strategically or consistently convene community partners in productive ways to collaborate and solve problems.</p>	<p>The district and schools invite a variety of community partners to school sites, district meetings and events often throughout the school year, demonstrating a commitment to include community partners in school and district operations and problem solving. Students and families are regularly exposed to a variety of resources. School system staff are regularly in communication and collaborate with community partners.</p>	<p>The district and school sites play a central role in convening and aligning their neighborhood or the broader ecosystem of community partners behind multi-year and annual district plans aligned to school and district continuous improvement efforts.</p>

	Look fors: Without guidance or cohesion from district leadership, community groups are often working in isolated ways to advocate for siloed issues or interests, sometimes creating competition, inefficiencies, animosity, or conflict with the district or among other community groups.	Look fors: the district office itself serve as a common meeting ground for community partners to collaborate on ways to align services to meet community needs. Looks fors: School sites are seen as a “community hub” among families and community partners that delivers a range of services beyond education in order to prepare their students to learn and to assist families. Community partners and their staff are not always fully representative of the district and school community. There may be a perception from families that they are “coming in” to the community.	Look fors: Engages community partners in regular processes of asset mapping and needs assessments to inform strategic planning, annual planning, and ongoing decision making processes. Works closely with community organizations, businesses, and institutions of higher education to strengthen the district, and make resources available to students, school staff, families, and the broader community. District and school sites invite community partners to be involved in school programs that promote student learning. District and school sites regularly convene community members around a specific problem of practice. Community partners and their staff are representative of the district and school community.	Look fors: Engages community partners in regular processes of asset mapping and needs assessments to inform strategic planning, annual planning, and ongoing decision making processes. Works closely with community organizations, businesses, and institutions of higher education to strengthen the district, and make resources available to students, school staff, families, and the broader community. Individual schools develop MOUs and partnerships with community-based organizations that align to school and district goals for student success. Community partners are offered roles on school site committees or councils where they can work in collaboration with parents, teachers, principal, and others to extend resources to the community.	Not Evident (1) Developing (2) Maturing (3)
			7.3 Schools are seen as neighborhood hubs (i.e. deliver a range of services beyond education in order to	School staff reach out to community members and the community regularly engages with school sites. School sites are generally seen as hubs for	School staff and community members have strong, cross-cultural networks built on trust and respect that increase

<p>prepare their students to learn and to assist families) and there is a high degree of trust between the community and the district</p>	<p>addition to families²¹ are never formally integrated into school site engagement networks. Community members report that they have little or no self-efficacy and belief in their ability to inform decisions.</p>	<p>Look fors:</p> <p>School staff host parent-teacher conferences and back-to-school nights for families, but there are few opportunities for the broader community (see footnote 21) to engage.</p>	<p>communities that deliver a range of services beyond education in order to prepare their students to learn and to assist families.</p>	<p>their capacity to support students' development and school system operations.</p> <p>Look fors:</p> <p>School staff recognize the contributions that the community can make and believe in their capacity to improve student learning.</p> <p>The district proactively reaches out to community members and builds networks of community engagement outside of traditional parent-teacher relationships and seeks input from the community about what they'd like to see from school sites.</p> <p>School staff may express some mistrust around engaging with the community around issues related to student learning.</p>
	<p>7.4 The district regularly collects, makes use of, and shares data on the impact of community partnerships</p>	<p>Data about the participation and impact of our community partnerships are not collected or examined.</p>	<p>The district collects data about the number of partnerships, as well as family/student participation. A district may also collect, make use of, and share data on the impact that the partnerships have on academic, social-emotional, health, and financial needs of students and families.</p>	<p>Not Evident (1) Developing (2) Maturing (3) Advanced (4)</p> <p>Look fors:</p> <p>There is no formal process for collecting data on district partnerships.</p>

²¹ The group, “community members” is inclusive of families and students – who are constituents with direct and daily engagement with schools and districts. However, the community also involves individuals and organizations that don’t fit into the traditional parent-child/student-school relationship. This includes residents, voters and nonvoters, in the surrounding areas, nonprofits and community-based organizations that work in partnership or around schools, and the broader community (e.g., elected officials, business, foundations, etc.).

	<p>Any data that is collected is internal to the district and generally only reported on at board meetings.</p>	<p>There is a process for regularly collecting and reporting on community partnerships.</p> <p>That data exists online in a public format but is not always accessible and user friendly.</p> <p>The district collects data on different types of partnerships and may regularly evaluate the impact of its key partnerships on academic, social-emotional, health, and financial outcomes.</p>	<p>place annually.</p> <p>Look fors:</p> <p>The district prepares community-facing resources on community partnerships and regularly reports out to the community on those resources.</p> <p>The district has explicit goals built into planning structures around community engagement and there are clear metrics tied to those goals that are measured annually.</p>	<p>this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>
	<p>7.5 Strong multi-directional channels of community engagement.</p>	<p>There is no buy-in from the district or school sites to listen, engage or respond to advocates and community organizers.</p> <p>Look fors:</p> <p>Community organizing efforts may exist, but there is little respect for that process from district leaders.</p> <p>Generally, community engagement happens outside of the district (i.e. community organizing networks may exist but they do not have strong district champions).</p>	<p>There is at least one established community engagement network (i.e. community organizing networks, partners that facilitate training programs for community) that operates outside of the district in addition to formal district channels of engagement that provides community members with multiple entry points to engage with the district.</p> <p>Look fors:</p> <p>This network has had a “win” with the district in which the district listened and responded to their call to action.</p> <p>This network includes both families and the broader community (see footnote 2).</p> <p>The district is creating bridges with these community organizing networks and beginning to build those leaders into district planning and decision-making processes.</p>	<p>Not Evident (1)</p> <p>Developing (2)</p> <p>Maturing (3)</p> <p>Advanced (4)</p> <p>Circle or highlight look fors that you see in your district at this time.</p> <p>Reflection point: What actions can your district take to advance to the next step on the community engagement continuum of growth?</p> <p>Reflection point: Who did you involve in this assessment to help inform your rating?</p>

	<p>There is emerging alignment between the engagement in channels that operate independently from the district (i.e. community organizing networks) and the formal engagement channels.</p>	<p>and the broader community and regularly recruit new members.</p> <p>There is strong alignment between the engagement in channels that operate independently from the district (i.e. community organizing networks) and the formal engagement channels.</p>
<p>Overall Rating (add up competency ratings to show this domains overall rating)</p>	<ul style="list-style-type: none"> ○ Not Evident ○ Developing ○ Maturing ○ Advanced 	<p>Overall Next Step/Notes</p> <p>Reflection point: What looks are you proud to see your school and/or district currently practicing?</p>

Reflection point: After selecting an overall rating, what are three next steps your school and/or district are planning to take to advance in this domain/specific competency? Why is this domain/competency important to your specific school and district (depending on your context and community)? The look for can help support development of concrete next steps.

- 1)
- 2)
- 3)



Community Engagement Initiative

<https://californiaengage.org/>



Transforming lives through education

Leadership and Outreach | Education Support Services

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