



PARENT AND FAMILY EMPOWERMENT RUBRIC

INVOLVE ▪ ENGAGE ▪ EMPOWER

Collaborative relationships between school staff and families have the power to raise student achievement, support the healthy development of children, improve communities, and increase civic support. Partnering with families is not a single process or a series of activities, rather it is an ongoing process of building trust and deepening relationships between home and school. Here is how we define the different stages for developing this relationship— let’s discover what is meant by involve, engage and empower.

INVOLVE: Involvement implies *doing to*. “To enfold or envelope,” is one definition for involvement. A school striving for family involvement may lead by identifying and outlining activities and programs, sharing information about needs and goals, and then informing families how they may participate and contribute. In other words, the ideas and energy come from the school and government directives.

ENGAGE: Engagement implies *doing with*. “To come together and interlock,” is one definition for engagement. The goal of family engagement is to work with families and parents as partners and collaborators. A school aiming for family engagement listens to what parents think, to their hopes and dreams for their children and to their worries. An engaging school ensures policies, practices, and governance is family-centered. By collaborating with families, ideas and energy emerge from family and community needs, and priorities are harvested from families by school staff. An engaging school builds the capacity of all families to support their child’s learning at home and in the community.

EMPOWER: When schools develop and deepen relationships among families and stakeholders in the community, they increase the school’s culture and climate. There is community and economic value in building powerful connections among families, school staff and community members whose interactions are marked by developing partnerships, mutual trust and respect, sharing information, and collaboration. In a school striving for empowerment, parents and families are given the training, resources and tools needed to become leaders in education improvement efforts. In a school striving for empowerment, power is an infinite source. As families become leaders, they gain more power and as a result all benefit— parents and families, school staff, the community, and especially students.



Welcoming Environment

Welcoming Environment: Involves positive communication where school staff graciously welcomes you when you are greeted at the school and supports you when you need assistance to resolve a concern; whether it be over the phone, in person and at school events, you are treated with kindness; is present throughout the day, from the valet drop off, to the school entrances, to the office and all school spaces; staff greet families, students, and staff with a smile; families leave the school feeling validated, respected, and well received; staff is responsive to family needs and is respectful of the time that families make to be at the school.

Elements	Not Yet	Involve	Engage	Empower
The School Site Creates & Promotes a Welcoming Environment with Families		<ul style="list-style-type: none"> Staff always acknowledges the parent/guardian at all school events (Back to School Night, Open House). Information is usually available for families in their primary language. School staff is available to address family concerns, needs, and suggestions during school operating hours. 	<ul style="list-style-type: none"> Staff, students, and families have a working relationship, resulting from professional development for staff that works toward warmly welcoming all students and families. Information is always available for families in their primary language. School site leadership surveys languages spoken at home. School site staff encourages families to share concerns, needs, and suggestions. 	<ul style="list-style-type: none"> School leadership, staff, students, volunteer greeters, and families together develop training, implement actions, and evaluate how their efforts are resulting in all families being welcomed, treated equally, and with respect on campus. Families and school leadership collaborate to ensure that all families can access information in multiple languages, assist with translation of documents, and serve as interpreters at meetings, school events and activities. School site leadership and staff have systems in place to proactively ask families to share concerns, needs, and suggestions, and respond in a timely manner. These systems are communicated broadly at trainings to families.
Welcoming Parents to		<ul style="list-style-type: none"> Families are informed 	<ul style="list-style-type: none"> Families are invited to 	<ul style="list-style-type: none"> Families and school staff identify



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Observe Classrooms		about their rights to schedule classroom observations.	schedule classroom observations.	standards to be observed in the classroom and learn how they can support classroom learning at home.
Campus Cleanliness		<ul style="list-style-type: none"> All school staff has a responsibility to ensure that all public areas on campus are neat, clean, and tidy. 	<ul style="list-style-type: none"> All stakeholders share the responsibility for maintaining a clean and beautiful campus. School staff has a system in place to communicate about areas on the campus that are not neat, clean and tidy. 	<ul style="list-style-type: none"> All staff and families feel a responsibility to maintain the school campus, and the school site commits to using annual budget allocations for campus beautification. School staff and families work together to identify and clean areas that are not neat, clean or tidy. School leadership routinely prioritizes investments to beautify and improve campus aesthetics.
Resources: <ul style="list-style-type: none"> Family Satisfaction Survey and Suggestion Box. Create videos showing school staff and families the look for while participating in classroom observations. Create an instructional guide to direct school sites toward building welcoming school spaces including the voice of families. 				



Communication

Communication: Families, students and school staff effectively interact and develop strong relationships with each other. This includes providing families with personalized information in advance about student achievement, school events and meetings.

Elements	Not Yet	Involve	Engage	Empower
Communication with School Families		<ul style="list-style-type: none"> The school usually distributes flyers, Blackboard Connect phone, text messages, and emails and uses the Parent Portal, website and school marquee to inform families about events, activities and student progress. 	<ul style="list-style-type: none"> School staff and families create a survey to identify preferred outreach strategies identified by families. Families and staff learn to interpret the survey data. The school consistently distributes flyers, Blackboard Connect phone, text messages, and emails the Parent Portal, website and school marquee to inform families about events, activities and student progress. 	<ul style="list-style-type: none"> School staff and families are notified about survey results. School staff and families use strategies highlighted in the survey data, resulting in increased family participation.
Targeted Outreach for Family Subgroups that are Underrepresented in School Activities		<ul style="list-style-type: none"> School relies on basic communication and outreach strategies used to inform and invite families to school activities. 	<ul style="list-style-type: none"> School staff consistently reviews family attendance trends to explore personalized outreach efforts for families that are not attending school events and activities (focused on ethnicity, foster youth, language, and families of students with disabilities). 	<ul style="list-style-type: none"> Families and school staff work together to provide ongoing and consistent strategies that personalize invitations to families that are not attending school events and activities, resulting in increased attendance. Administrators ensure that targeted outreach leads to increased attendance.
Informal interactions		<ul style="list-style-type: none"> Students, staff and 	<ul style="list-style-type: none"> Students, staff and families 	<ul style="list-style-type: none"> Students, staff and families greet



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between families and staff		families rarely greet each other and seldom acknowledge each other.	regularly greet each other, sometimes by name, and acknowledge each other.	each other by name daily and acknowledge each other warmly and respectfully on campus to build a strong partnership and community.

Resources:

- Use and inform parents and families about all online learning platforms in the L.A. Unified Mobile Application, as well as a notification feature for parents that is linked to the school site calendar.
- Visit the Office of Parent and Community Services website at <https://achieve.lausd.net/pcss>.
- Utilize Blackboard Connect (email, phone, and text messaging) to inform parents about training tools on the LA Unified and PCS website.



Collaboration with Parents and Families to Support Student Learning

Collaboration with Parents & Families to Support Student Learning: School site leadership jointly designs workshops and conferences collaboratively with families to provide tools that support student classroom learning at home.

Elements	Not Yet	Involve	Engage	Empower
Strategies on how to help parents support classroom learning at home		<ul style="list-style-type: none"> The school provides families with general information about in person and online learning in the areas of academic and wellness, which are organized in a monthly workshop calendar for parents. 	<ul style="list-style-type: none"> Families are surveyed on their needs on how to support classroom learning at home, and school leaders provide targeted workshops, conferences, and counseling. This is organized in an annual calendar for families. 	<ul style="list-style-type: none"> Based on the results of the survey, workshops are jointly developed between families and staff, and are co-led and evaluated for effectiveness.
Volunteer Program		<ul style="list-style-type: none"> Parents are given information about how to volunteer if they ask. Once registered as a volunteer, they are given an assignment. Families are provided opportunities to support campus beautification, school maintenance, and to assist with tasks provided by teachers in the 	<ul style="list-style-type: none"> Parents are invited and recruited to register as volunteers. Teachers partner with volunteers to enhance student learning. The volunteer opportunities are focused on helping families in their role to support their child. Volunteer hours are documented and families are recognized for their contributions. 	<ul style="list-style-type: none"> Staff has identified the assets that families individually bring to the school and jointly with families, create strategies to maximize the effectiveness of family volunteerism. Volunteer training describes the role of the volunteer, offers ongoing training and support, and provides opportunities for volunteers to evaluate their experiences. Survey outcomes



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		classroom.	<ul style="list-style-type: none"> ● Assignments offer an opportunity to strengthen and develop family/parent skills. 	are publicized.
Parents are Informed of Their Child’s Academic Progress		<ul style="list-style-type: none"> ● Parents participate in the traditional parent-teacher conference model. ● The school utilizes Schoology to distribute report cards and test results. 	<ul style="list-style-type: none"> ● School sites promote the student-led conference model. ● The school site administrator or designee facilitates working sessions that review school data, budgets, and survey results that result with collecting school staff and family input. ● Families are engaged to discuss student and school improvement efforts. 	<ul style="list-style-type: none"> ● School sites promote models of family empowerment, such as the Academic Parent Teacher Team (APTT) model, where teachers host standard and grade level workshops. ● Schools research, demonstrate, and document strategies to increase family participation and skill development.
Schools Use the Process of Continuous Improvement to Engage High-Need Families		<ul style="list-style-type: none"> ● The school leadership uses strategies to inform families of English Learners, Foster Youth, Students on Free and Reduced Meal Program, African Americans, Homeless Youth, and Students with Disabilities about available services and academic progress. 	<ul style="list-style-type: none"> ● The school leadership team and families use a process of Continuous Improvement that surveys families about services needed in school and at home. 	<ul style="list-style-type: none"> ● The school leadership team and families meet consistently and implement an improvement cycle that results with increased and ongoing engagement of highest needs families.



Elements	Not Yet	Involve	Engage	Empower
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Resources:

- Organize resources and professional development: Family Action Teams and Family Empowerment Cycles
- Reference existing volunteer training and include examples for assignments that are identified as empowerment
- Include a document that stipulates to schools the right of families to participate as volunteers
- Talk to PCS about updating the Volunteer Reference Guide to acknowledge hours of service from district committee members
- Provide resources that model new ways for teachers and families to collaborate (Academic Parent Teacher Teams (APTT) - Flamboyan Foundation)
- Local School Districts identify bright spots at LA Unified that model family empowerment
- Support/Monitoring system of family engagement that uses the Federal Program Monitoring model



Sharing Leadership with Families to Support Student Learning

Sharing Leadership: Involves preparing teachers, school staff, students and families to have positive intentions when making decisions in good faith as true partners at the school. This involves families playing equal roles in making decisions about vision, programs, and resources, and shaping services used to support student outcomes.

Elements	Not Yet	Involve	Engage	Empower
Families are Knowledgeable About Leadership Opportunities		<ul style="list-style-type: none"> ● Families are informed about leadership opportunities, including governance councils and committees, in a timely manner, well in advance of District deadlines. ● A school master calendar is provided to families with meeting dates. ● Agendas and other information are posted 72 hours in advance. 	<ul style="list-style-type: none"> ● Agendas and other information are publicized using multiple methods (the school’s master calendar, Blackboard Connect phone, text messages, and emails, school website, social media, during activities) about various councils and committees. ● Families are provided with updated school calendars throughout the school year. ● Families are actively recruited and supported by school site leadership 	<ul style="list-style-type: none"> ● 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. ● The school’s master calendar is developed and updated jointly with families and staff. ● Recruitment and support result in staff and families continuing trusting working relationships.



Elements	Not Yet	Involve	Engage	Empower
Leadership Training		<ul style="list-style-type: none"> Families are presented with information about the school vision and plans to improve student achievement outcomes. Involvement opportunities may include School Plan for Student Achievement, budget development, School Site Council (SSC), English Learner Advisory Committee (ELAC), Local School Leadership Council (LSLC), Western Association of Schools and Colleges (WASC), PTA/PTO/Booster, and EL Master Plan development. Families are informed about their roles and responsibilities, and rights in school committees and councils. 	<ul style="list-style-type: none"> Families are invited and trained on all aspects of leadership opportunities. Differentiated training is available for families based on their experience and knowledge. Online and in-person training is offered. 	<ul style="list-style-type: none"> Families and school staff jointly develop ongoing training and monitor its effectiveness. Families are prepared to facilitate portions of the trainings for councils and committees, thus modeling family leadership.
Preparing Families to Advocate for Their Child by Learning about school and district policies		<ul style="list-style-type: none"> All families are provided with a LAUSD Parent/Student Handbook in their home language. Parents utilize the Parent Portal. 	<ul style="list-style-type: none"> The school provides orientations and trainings to all families on policies related to parent, family, and student engagement, along with school governance. 	<ul style="list-style-type: none"> Families, students, and staff solicit input and feedback about the implementation of policies at the school, to amend policies, workshops and orientations. Schools collaborate with families to co-create and co-present workshops.



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<p>Resources:</p> <ul style="list-style-type: none">● LAUSD will develop a new three level model for preparing central office, local district and school sites through a training institute so that school staff and families learn procedures to develop Single Plan for Student Achievement (SPSA), budget development, data analysis and process to value all voices in all decision-making processes and develop leadership skills in all stakeholders; significant, meaningful, and ongoing training that is monitored by the local district.● Develop workshops and online training available to families throughout the year.● Develop a 1-page reference of policies to be reviewed with students and families.● Provide resources to principals about discussing school policies with families, staff and students at a Coffee with the Principal, during governing council and committee meetings, and school workshops.● Refer to appropriate Central Committee Bulletins, Volunteer Bulletin, and School Visitor’s Policy.				



Respecting Diversity

Respecting Diversity: Families and school site teams analyze demographic data and family surveys to facilitate planning of family events and activities that celebrate their diversity (ethnicity, race, LGBTQ, and multiple abilities).

Elements	Not Yet	Involve	Engage	Empower
Coordinated activities that celebrate the diversity of families (ethnicity, race, LGTBQ, multiple abilities)		<ul style="list-style-type: none"> Multicultural events and activities are hosted seasonally where culture and global diversity is celebrated. These events promote families to share where they are from, their customs, their culinary foods, and explains the cultures present at the school. 	<ul style="list-style-type: none"> The school promotes families' traditions and eliminates labels, prejudices, and misunderstandings of language, heritage, and cultures. The school hosts multicultural events and activities throughout the year to celebrate culture and school diversity. 	<ul style="list-style-type: none"> Activities are integrated into the curriculum and are coordinated with families at the school. Parents, families and school leadership plan and implement activities to empower families to share and celebrate their cultures in the classroom to enrich students' knowledge of diversity.
School Engagement Planning is Informed by Data According to the Needs, Lifestyles and Structure of Families.		<ul style="list-style-type: none"> School leadership provides families with monthly calendars and informs them about events that celebrate diversity. 	<ul style="list-style-type: none"> School leadership surveys families on what events they would like to see throughout the year to celebrate their diversity. 	<ul style="list-style-type: none"> Families play a leadership role in developing surveys to seek input and utilize feedback to plan events that celebrate their diversity throughout the year.
Developing Family, Staff and Students' Sensitivity to Diversity		<ul style="list-style-type: none"> The school provides few opportunities for family, staff, community, and 	<ul style="list-style-type: none"> The school provides some opportunities for family, staff, community, and 	<ul style="list-style-type: none"> The school consistently integrates opportunities for staff, community and



		students to be informed about building sensitivity, empathy, and celebrating global diversity and family dynamics.	students to learn about building sensitivity, empathy, and celebrating global diversity and family dynamics.	students to co-create learning opportunities that build sensitivity, empathy, and celebrate global diversity.
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Resources:

- Resources from Access and Equity Acceleration Unit, Native American Education Program, (DOI) Division of Instruction Curriculum, and Restorative Justice.
- Identify a list of community-based partners that offer training about sensitivity, empathy, and trauma such as LA County Department of Mental Health, and School Mental Health Services.



Collaboration with the Community to Support Student Learning

Collaboration with Community Partners to Support Student Achievement: Families working together with school staff, students, and community partners to support student learning.

Elements	Not Yet	Involve	Engage	Empower
Create a Needs and Assets Assessment of School and Community		<ul style="list-style-type: none"> School administration facilitates a needs and assets assessment, and presents findings to committees and families. 	<ul style="list-style-type: none"> School administration invites school stakeholders and community partners to participate in the review of data from the needs and assets assessment, and collectively organizes partnerships supporting student achievement. 	<ul style="list-style-type: none"> Administrators, families, and community partners review data, walk the community, identify assets and needs, and coordinate partnerships that improve student achievement outcomes, and monitor its implementation and effectiveness throughout the school year.
Partnerships Supporting Student Achievement		<ul style="list-style-type: none"> The school offers partnerships that support the whole student and family in the areas of academics, physical and mental health, and community resources. 	<ul style="list-style-type: none"> Invite parents and families to co-create tools to assess family needs. School use the results of needs assessments to allow families to coordinate with partners that provide services, such as LA Public Library (tutoring), food banks, Medi-Cal, immigration assistance, tenants' rights, etc. 	<ul style="list-style-type: none"> Schools and families collaborate with community partners to provide ongoing academic and social-emotional support for students as well as resources for parents and families.

**Resources:**

UCLA Center X, geospatial mapping tool for state approved non-profits - <https://centerx.gseis.ucla.edu/>, Open Data Portal, community fairs, No Cost MOU - (collaboration with Student Health and Human Services (SHHS) to host workshops), Bulletin 5895.2 for Donations.

- LA Public Library
- Boys and Girls Clubs

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