

Table 1. Sample identification rubric.

Description	No evidence found	Has evidence to some degree	Exemplifies to a great extent
<b>Authentic Collaboration</b>			
		<i>Demonstrates 1-2 of the following</i>	<i>Demonstrates 3+ of the following</i>
There is authentic collaboration among the school district, families, and community in planning and decision-making.	No examples provided.	<ul style="list-style-type: none"> <li>Families, communities, and the district consistently meet to create and implement a shared vision and mission.</li> <li>Families, communities, and the district collaborate in strategic planning.</li> <li>Families and community members are represented on district committees.</li> <li>Family and community voices are influential in key decisions (e.g., hiring practices, safety and security, transportation).</li> <li>Families and communities participate in analyzing student data and their recommendations are implemented.</li> </ul>	
<b>Trust</b>			
		<i>Demonstrates 1-2 of the following</i>	<i>Demonstrates 3+ of the following</i>
There is trust between the district, families, and communities.	No examples provided.	<ul style="list-style-type: none"> <li>Families, communities, and the district cultivate and maintain strong partnerships.</li> <li>Families, communities, and the district create a safe space for all voices to be heard on critical issues (e.g., discrimination, implicit bias and microaggressions).</li> <li>Families, communities, and the district co-host community events (e.g., forums, multi-directional communication opportunities).</li> <li>The district intentionally seeks feedback from marginalized groups within the community (e.g., families who do not speak English, low-income families).</li> <li>Families, communities, and the district intentionally learn the cultural nuances that foster healthy and respectful relationships (e.g., communication style or student-parent/caregiver dynamics).</li> </ul>	
<b>Integrated Values</b>			
		<i>Demonstrates 1-2 of the following</i>	<i>Demonstrates 3+ of the following</i>
Family and community collaboration is valued and embedded throughout district policies and mindsets.	No examples provided.	<ul style="list-style-type: none"> <li>The diverse identities that make up the families and communities are celebrated and reflected in the district.</li> <li>Family and community input is valued and acted upon.</li> <li>The cultures and values of historically marginalized families and communities are reflected in the district's policies and practices (e.g., curricula reflecting the culture and history of its communities).</li> <li>Families, communities, and the district co-design policies (e.g., code of conduct, discipline policy).</li> <li>Families, communities, and the district regularly meet to evaluate the progress and success of their collaborative efforts.</li> <li>The district leverages strength/assets of family and communities to support students' academic and social emotional development (e.g., parents offer suggestions to strengthen curricula).</li> <li>District leverages the assets of CBOs (e.g., expertise, existing relationships with families, event spaces) to support family and community collaboration.</li> </ul>	
<b>Sustainable structures and funding</b>			

		<i>Demonstrates 1-2 of the following</i>	<i>Demonstrates 3+ of the following</i>
The district has the capacity, funding, and structures to sustain family and community collaboration.	No examples provided.	<ul style="list-style-type: none"> <li>The district has dedicated staff that lead family and community engagement efforts in collaboration with families and community members.</li> <li>The district facilitates training on school-family-community collaboration for staff at all levels.</li> <li>The district facilitates training for families on how to understand their child's academic data and make informed decisions.</li> <li>The district connects marginalized families and communities to resources they need (e.g., childcare, transportation, social and health services information).</li> <li>The district allocates necessary funding to support collaborative initiatives with families and communities (e.g., staff time, events, training).</li> <li>Families, communities, and the district advocate for state or federal funding to sustain its family and community engagement efforts.</li> </ul>	
<b>Equity</b>			
Socioeconomic Status	Does not acknowledge class, funding, or wealth in engagement	Acknowledges class, funding, or wealth in engagement but not in systemic ways	Acknowledges systemic inequities related to class, funding, or wealth in engagement <b>and</b> overcomes them for a diverse sample of engaged leaders
Racial / Ethnic Makeup	Focuses only on one race or ethnicity or ignores race/ethnicity	Acknowledges race and culturally relevant engagement but not in systemic ways	Acknowledges systems of oppression related to race, racism, and engagement <b>and</b> overcomes them for a diverse sample of engaged leaders
Sexual Orientation	Ignores sexual orientation in general engagement or diversity efforts	Acknowledges historical and modern discrimination due to sexual orientation but does not fully address the wrongs systemically	Acknowledges systems of oppression related to sexual orientation and engagement <b>and</b> overcomes them for a diverse sample of engaged leaders
Gender Identity	Focuses only on one gender or ignores gender and gender expression	Acknowledges gender needs in engagement but not in systemic ways	Acknowledges systems of oppression related to gender, sexism and engagement <b>and</b> overcomes them for a diverse sample of engaged leaders
Neurodivergent/Typical learners	Does not have a plan or provide equitable education for students who are identified as neurodivergent	Acknowledges the importance of neurodivergent groups but does not systemically engage them in district efforts (e.g., autism, ADHD, dyslexia) or those with IEPs	Integrates neurodivergent individuals and highlights their unique capabilities and strengths (e.g., autism, ADHD, dyslexia) or those with IEPs
Age	Focuses only on one school level	Focuses on two school levels (elementary, middle, or high)	Focuses on all three school levels (elementary, middle, or high)
Language	Does not provide equitable supports for families who have languages differ from that of the school	Provides all engagement efforts in multiple languages but highlights English as the priority language	Families feel seen and honored for their language capacity as well as supported in their English learning
Youth Engagement / Age	Does not intentionally involve youth	Include involvement of one school or group of K-12 students	Includes multiple tiers of involvement of K-12 students based on age, interest, etc.