

Developmental Rubric and Self-Assessment for School Site Councils

BACKGROUND

The Oakland Unified School District is committed to supporting high functioning School Site Councils (SSCs) that develop school site plans and budgets around a vision of high quality teaching and accelerated student achievement. SSCs are charged by the Board of Education with providing leadership and decision making to support student achievement, with the ultimate goal of students successfully engaging in college, career and community. The SSC's goal is to foster continuous improvement that will close achievement gaps and accelerate student achievement at the school site. The Board has adopted a policy and regulations that call for regular SSC self-assessment, external district assessment, and assessment by SSCs of the district's provision of support to them.

PURPOSE

The district would like School Site Councils to understand and demonstrate their operations within the standards established in the Board of Education's School Governance policies and regulations. The following Developmental Rubric and Self-Assessment enables SSC members – including the principal, parents, teachers, school staff, community members, and students (at the secondary level) – to identify what stage of development their SSC has reached, where it is functioning effectively, and where it remains challenged. The Self-Assessment is also meant to be shared with the district body that is coordinating capacity building, technical support and training so that the district can better support SSCs to operate as high functioning, effective school governance bodies.

This developmental rubric enables SSC members to assess the development of their SSC toward five standards:

1. Established Governance Body
2. Leadership and Decision Making to Support Student Achievement
3. Meaningful Family, Student and Community Engagement
4. Training and Capacity Building
5. Accountability

HOW TO USE

Who should use this Self-Assessment and when?

All members of your School Site Council complete this document, including the principal, parents, teachers, school staff, students (if applicable) and community members. Each SSC member should have their own blank copy to complete. Only SSC members should complete the Self-Assessment. The Self-Assessment should be administered toward the end of the school year so that actions for improvement can be incorporated into the subsequent year's planning.

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How do we complete the Self-Assessment?

1. SSC members should complete rubric sections and scoring (pp. 3-8) on their own. The Development Plan (p. 9) will be completed as a group (see below).
2. For each of the five standards, **highlight the practices that best describe how your SSC operates.** Select only one example from each row.
3. Review the standard and observe in which stage (column) you have selected the most practices. You may find you have chosen practices that fall into several stages or just one. This will show you where you are developmentally in meeting expected practices for each standard. Note that each stage has an assigned numerical value (Undeveloped = 1, Emerging = 2, etc.)
4. Review each standard, and decide on a rating based on which stage most of your highlighted practices fall into. For instance, if you have highlighted 6 practices in the Emerging column and 2 in the Developing column, you should rate that standard as Emerging, with an assigned score of 2. Use whole numbers except when you have an even split between columns. For instance, if you have 4 practices highlighted in the Emerging column and 4 in the Developing column, you should rate that standard as between Emerging (2) and Developing (3), with an assigned score of 2.5.
5. After listing your score for each standard, write them into the score list on p. 8 (Scoring Your SSC).
6. Add up the scores and divide by 5. Write that number on the Overall Score line. This is the overall score on the development scale for your SSC (see Stages of Development below).
7. Use your ratings for each standard to begin thinking about actions for your SSC's Development Plan. You will complete the Development Plan as a team at the group's next SSC meeting.

How do we use the Self-Assessment to plan for improvement?

1. At the end of the site planning cycle (April), the SSC Chair or Principal should spend time at an SSC meeting explaining how to complete the Self-Assessment. They should ensure all members have a blank copy, and understand how to fill it out and how it will be used by the school and district.
2. Members should take time to complete the rubric sections (pp. 3-8) of the Self-Assessment on their own and separate from other members, before the next SSC meeting.
3. At the next SSC meeting, members should bring their completed Self-Assessments and together review ratings for each standard. Members should discuss and reach consensus on a final rating for each standard and an overall score for their SSC.
4. Members should discuss which standards they want to focus on improving and which practices within those standards they will work on developing further.
5. Members will together complete the Development Plan (p. 10).
6. The chair will populate a master version of the Self-Assessment including agreed upon scores, overall score, and completed Development Plan. The principal will submit the completed master Self-Assessment to the district and retain a copy for the SSC. Individual Self-Assessments and the master Self-Assessment should be retained as records by the SSC.
7. The SSC will use the master Self-Assessment as a guide to build capacity by implementing agreed upon actions and engaging with resources and training identified in their Development Plan.

What are the School Site Council Stages of Development?

| Undeveloped Practices (1) | Emerging Practices (2) | Developing Practices (3) | Thriving Practices (4) |
|---|---|--|--|
| There is little evidence that the SSC implements practices described in the standard. | There is some evidence that the SSC implements practices described in the standard. | There is substantial evidence that the SSC implements practices described in the standard. | There is strong and consistent evidence that the SSC implements practices described in the standard. |

Developmental Rubric and Self-Assessment for School Site Councils

| STANDARDS | UNDEVELOPED PRACTICES (1) | EMERGING PRACTICES (2) | DEVELOPING PRACTICES (3) | THRIVING PRACTICES (4) |
|---|---|---|--|--|
| <p>Standard 1: Established Governance Body</p> <p>The School Site Council is established as the elected governance team for the school and complies with all applicable Board policies, regulations, and state and federal laws.</p> <p>Score for Standard 1:</p> <hr style="width: 10%; margin-left: 0;"/> | 1. SSC has not been elected. | 1. SSC has been elected and meets some of the State Ed. Code and district size, composition and parity requirements. | 1. SSC has been elected and meets most of the State Ed. Code and district size, composition and parity requirements. | 1. SSC has been elected and meets all state Ed Code and district size, composition and parity requirements. |
| | 2. SSC has no bylaws. | 2. SSC has adopted written bylaws but has not reviewed them in last year or more and is not familiar with their requirements. | 2. SSC has adopted written bylaws and regularly consults and applies them. | 2. SSC had adopted and is thoroughly familiar with its written bylaws; SSC operates in accordance with bylaws and also regularly reviews and revises bylaws as necessary. |
| | 3. SSC is not aware of district rules of order, voting rights, and conflict of interest policy. | 3. SSC inconsistently applies district rules of order, voting rights and conflict of interest policy. | 3. SSC is aware of and almost always follows rules of order, voting rights, and conflict of interest procedures. | 3. SSC regularly operates in accordance with district procedures regarding rules of order, voting rights, and conflict of interest. |
| | 4. SSC produces no documentation | 4. SSC has very few written records for meetings or work products (e.g. theory of action, site plan). | 4. SSC maintains written records for most meetings and work products, including SSC members' names, roles and contact information. | 4. SSC maintains written records for all meetings (e.g. notices, agendas, minutes) and work products (e.g. theory of action, site plan), and regularly updates SSC members' names, roles and contact info. |
| | 5. SSC includes no students (at the secondary level) or community members. | 5. SSC includes students (at secondary level) or community members but not both. | 5. SSC includes students and community members but they do not attend or participate at every meeting. | 5. SSC includes community members and students (at the secondary level), and they are active partners in the SSC's decision making process. |
| | 6. SSC does not meet. | 6. SSC meets most months but has trouble reaching a quorum and often struggles to make decisions by required deadlines. | 6. SSC meets every month usually with a quorum or better and meets most deadlines for decision making. | 6. SSC meets regularly, with full membership representation, and aligns meetings and decision making with critical planning and budgeting deadlines. |
| | 7. SSC doesn't approve a site plan or budget. | 7. SSC approves principal's recommended site plan and budget. | 7. SSC approves site plan and reviews and approves some elements of the budget. | 7. SSC approves site plan and reviews and approves full budget. |
| | 8. SSC plays no role in adjustments or changes to site plan or budget throughout the year. | 8. SSC rarely involved in approving necessary adjustments and changes to the site plan and budget. | 8. SSC approves some but not all adjustments and changes to site plan and budget throughout the year. | 8. SSC approves all necessary adjustments and changes to site plan and budget throughout the school year. |

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| STANDARDS | UNDEVELOPED PRACTICES (1) | EMERGING PRACTICES (2) | DEVELOPING PRACTICES (3) | THRIVING PRACTICES (4) |
|---|---|--|---|--|
| <p>Standard 2: Leadership and Decision Making to Support Student Achievement</p> <p>School Site Council provides collaborative leadership and decision making to support continuous improvement of student academic, health and social-emotional outcomes.</p> <p>Score for Standard 2:</p> <hr/> | 1. SSC does not review student academic, health and social-emotional outcomes data. | 1. SSC reviews minimal student academic, health and/or social-emotional outcomes data. | 1. SSC reviews most student academic, health and social-emotional outcomes data but needs access to further data to support decision making. | 1. SSC regularly reviews and analyzes student academic, health, and social-emotional outcomes data to support decision making. |
| | 2. SSC does not establish student outcomes, goals or benchmarks for site plan. | 2. SSC reviews and approves student outcomes, goals and benchmarks for site plan as recommended by principal. | 2. SSC – in partnership with Instructional Leadership Team - establishes most student outcomes, goals and benchmarks for site plan. | 2. SSC – in partnership with Instructional Leadership Team – establishes student outcomes, goals and benchmarks for the site plan. |
| | 3. SSC does not engage in cycle of inquiry to achieve continuous program improvement. | 3. SSC has begun a cycle of inquiry to achieve improvement, but has not identified questions related to efficacy of site’s program strategies. | 3. SSC engages in a cycle of inquiry to achieve program improvement, and is working on identifying critical questions related to efficacy of site’s program strategies. | 3. SSC engages in a cycle of inquiry to achieve continuous program improvement, and identifies critical questions related to the efficacy of the site’s program strategies. |
| | 4. SSC has no theory of action. | 4. SSC has adopted the principal’s data-informed theory of action. | 4. SSC establishes a data-informed theory of action that leads to the achievement of some academic, health or social emotional goals. | 4. SSC establishes a data-informed theory of action that leads to the achievement of goals in all domains (academic, health and social-emotional). |
| | 5. SSC does not advise the principal on school site plan. | 5. SSC spends some time reviewing principal’s suggested site plan. | 5. SSC, led by the chair, works with the principal to develop a site plan, and advises principal on most of the site plan content for improving student outcomes. | 5. SSC, led by the chair, advises the principal on entire content of the school’s site plan to improve student academic, health, and social- emotional outcomes. |
| | 6. SSC does not advise the principal on a school budget. | 6. SSC advises the principal on the allocation of one or two categories of funds. | 6. SSC, led by the chair, advises the principal on the allocation of most budget funds to align with theory of action and site plan. | 6. SSC, led by the chair, advises principal on entire school budget so that is aligned with the theory of action and site plan, and with OUSD strategic priorities, performance standards, and collective bargaining agreements. |
| | 7. SSC does not monitor implementation of site plan. | 7. SSC - in partnership with Instructional Leadership Team - monitors implementation of site plan but does not regularly evaluate for impact on student achievement. | 7. SSC – in partnership with the Instructional Leadership Team – monitors implementation of site plan, evaluates impact on student achievement, and sometimes makes modifications to plan(s) based on impact. | 7. SSC – in partnership with the Instructional Leadership Team – monitors implementation of the site plan, evaluates its impact on student achievement, and regularly makes modifications to current or subsequent site plans based on impact. |
| | 8. SSC is not involved in the site’s School Quality Review (SQR) process. | 8. SSC does some self-reflection as part of the SQR process. | 8. SSC self-reflects as part of SQR process, and advises principal on communicating SQR outcomes to school community. | 8. SSC informs the site’s School Quality Review process, including site self-reflection and helping communicate SQR outcomes to school community. |

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| STANDARDS | UNDEVELOPED PRACTICES (1) | EMERGING PRACTICES (2) | DEVELOPING PRACTICES (3) | THRIVING PRACTICES (4) |
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| <p>Standard 3: Meaningful Family, Student and Community Engagement</p> <p>School Site Council ensures the design and effective implementation of the school’s family, student, and community engagement strategies.</p> <p><i>NB: Engaging students in decision making is a measure that applies only to secondary schools. (High school SSCs are required to have student members; for middle school SSCs, it is optional.)</i></p> <p>Score for Standard 3:</p> <hr style="width: 100px; margin-left: 0;"/> | 1. SSC has not developed a family, student and community engagement plan. | 1. SSC practices some elements of a engagement but has not developed a family, student and community engagement plan. | 1. SSC has developed a family, student and community engagement plan addressing at least two of the three main goals: educate school community, solicit representative participation, and share site plan information. | 1. SSC has developed a family, student and community engagement plan designed to educate the school community about the SSC; solicit representative participation on the SSC; and share information about development of and progress toward site plan goals. |
| | 2. SSC has not developed understanding in school community of its role and responsibilities. | 2. SSC has developed understanding among some but not all members of school community of its role and responsibilities. | 2. SSC has developed understanding among most in school community of its role and responsibilities. | 2. SSC develops thorough understanding across school community of SSC roles and responsibilities. |
| | 3. SSC membership is not representative of students it serves nor does it engage students in decision making. | 3. Attempts are made to ensure SSC membership is representative of the students it serves but it does not result in full representation; SSC occasionally engages students in decision making. | 3. SSC membership is representative of nearly all of the students it serves and efforts are underway to recruit fully representative membership; students are engaged in decision making. | 3. SSC ensures that membership on the SSC is representative of the students it serves and regularly engages students in decision making. |
| | 4. SSC does not support efforts to engage school community in development of site plan. | 4. SSC sometimes supports engagement of the school community in development of site plan or progress toward its goals. | 4. SSC supports engagement of most but not all constituencies of school community in development of site plan and following progress towards its goals. | 4. SSC supports engagement of all school community constituencies in development of the school’s site plan and following progress towards its goals. |
| | 5. SSC does not ensure that site plan includes standards for family and community engagement. | 5. SSC ensures that site plan includes minimal but not thorough standards for meaningful family, student and community engagement. | 5. SSC ensures that site plan includes some but not all standards and actions that guide school in practicing meaningful family, student and community engagement. | 5. SSC ensures that site plan includes all standards and actions that guide the school in practicing meaningful family, student and community engagement linked to student learning. |
| | 6. SSC does not communicate regularly with diverse school populations. | 6. SSC communicates with some of its constituencies but is still working on overcoming major barriers to participation. | 6. SSC communicates effectively with all school constituencies and is working on achieving full participation. | 6. SSC has developed outreach strategies for effective communication with diverse populations, and helps families overcome language, cultural, economic, and other barriers that may limit full participation. |
| | 7. SSC has not aligned its family and community engagement strategies with district standards. | 7. SSC has aligned its family and community engagement strategies and plan with at least one district standard. | 7. SSC has aligned its engagement strategies and plan with many elements of the district standards. | 7. SSC has aligned its engagement strategies and plan with all elements of the district’s Standards for Meaningful Family and Student Engagement. |

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|--|--|---|--|--|
| <p>Standard 4: Training and Capacity Building</p> <p>School Site Council members participate in ongoing district and site training and capacity building that develops expertise over the course of the school year in their leadership and decision-making for continuous improvement.</p> | 1. SSC members do not participate in district-wide capacity building events. | 1. SSC members participate in some of the district-wide capacity building events. | 1. Most SSC members participate in all of the district-wide capacity building events. | 1. SSC members participate in all ongoing, district-wide capacity building events built upon an introductory fall summit. |
| | 2. SSC members do not participate in relevant training opportunities. | 2. SSC members sometimes participate in trainings relevant to meeting their SSC's particular development needs. | 2. Most SSC members participate in training opportunities relevant to the particular development needs of their SSC. | 2. SSC members are aware of and participate in all training opportunities relevant to the specific development needs of their SSC, which may include: SSC Roles and Responsibilities; the Continuous Program Improvement Model; Using Data, etc. |
| | 3. SSC members do not participate in leadership training. | 3. SSC members participate in one leadership training per year. | 3. Most SSC members participate in two or more district-led or school-led leadership trainings | 3. SSC members participate in district-, school-based and other relevant leadership training. |
| | 4. SSC members are not familiar with SSC Procedures and Resource Guide. | 4. SSC members are somewhat familiar with the SSC Procedures and Resource Guide. | 4. SSC members are familiar with the SSC Guide and follow most procedures in it. | 4. SSC members are very familiar with the SSC Procedures and Resource guide and regularly use it as a guide to their operations. |
| | 5. SSC members are not trained to use any tools supporting execution of their roles and responsibilities. | 5. SSC members trained in using some but not all of the tools supporting execution of their roles and responsibilities. | 5. SSC members are trained in and use most of the tools supporting execution of their roles and responsibilities. | 5. SSC members are trained in and effectively use all tools and templates designed to support execution of their roles and responsibilities (eg. tools for developing a site plan, developing a budget, assessing SSC development.) |
| | 6. SSC members do not work with district-assigned technical assistance providers or those who coordinate support and instruction for SSCs. | 6. SSC members occasionally work with district-assigned technical assistance providers and those responsible for coordinating support and instruction for SSCs. | 6. SSC members identify needs/issues, and usually follow up by requesting support from district-assigned technical assistance providers and the district body responsible for coordinating support and instruction for SSCs. | 6. SSC members identify needs/issues, and regularly request support from and work with district-assigned technical assistance providers and the district body responsible for coordinating support and instruction for SSCs. |
| | 7. SSC does not build capacity of community members for leadership succession. | 7. SSC identifies possible successors for positions on the SSC but does not provide training for new members until after they join. | 7. SSC identifies possible successors for positions on SSC and provides some training through site-based leadership development activities. | 7. SSC has established site-based capacity building activities, and trains possible successors through regular leadership development activities. |
| <p>Score for Standard 4:</p> <hr/> | | | | |

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|---|--|--|---|--|
| <p>Standard 5: Accountability</p> <p>School Site Council reports regularly to the school community regarding progress in meeting the goals of the site plan; creates a strong communication and feedback loop between SSC and other school advisory groups and community stakeholders; and engages in regular self-assessment.</p> <p>Score for Standard 5:</p> <hr/> | 1. SSC members do not consult with other school advisory groups or community stakeholders. | 1. SSC members consult with some school advisory groups and community stakeholders. | 1. SSC members consult with most school advisory groups and community stakeholders and are working on reaching more. | 1. SSC members consult with and bring questions and concerns from school advisory groups and community stakeholders to the attention of the SSC. |
| | 2. SSC members do not maintain communication with their constituencies or solicit input. | 2. SSC members maintain communication with their constituencies and sometimes solicit input and secure support for SSC actions. | 2. SSC members maintain communication with their constituencies, solicit input and secure support for most SSC actions. | 2. SSC members maintain communication with their constituencies, solicit input, and secure support for all SSC actions. |
| | 3. SSC does not report to school community regarding progress in meeting site plan goals. | 3. SSC reports once a year to the school community regarding progress in meeting site plan goals. | 3. SSC reports to the school community at least twice a year regarding progress in meeting some site plan goals, outcomes and benchmarks. | 3. SSC reports regularly (at least twice annually) to the school community regarding progress and challenges in meeting all site plan goals, outcomes and benchmarks. |
| | 4. SSC does not evaluate itself. | 4. SSC has started an evaluation process but has not completed a district self-assessment. | 4. SSC evaluates itself most years and provides self-assessment results to the district. | 4. SSC evaluates itself once a year and provides self-assessment results to district. |
| | 5. SSC does not have a plan for continuous improvement. | 5. SSC plans for improvement based on some self-assessment, but has not completed a development plan identifying necessary resources and training. | 5. SSC uses self-assessment to formulate plan and identify necessary resources and training for continuous improvement but has not been able to engage with all resources and training identified in past plans. | 5. SSC uses self-assessment to formulate development plan, and identify and engage with necessary resources and training for continuous improvement. |
| | 6. SSC does not hold itself accountable for student outcomes. | 6. SSC reviews student outcomes and sometimes consults with ILT, community partners, and others on which programs/activities are and are not having positive outcomes. | 6. SSC regularly reviews student outcomes and regularly consults with ILT, community partners and others on which programs/activities are and are not having positive outcomes; SSC uses the information to advise principal on changes to site strategies. | 6. SSC regularly reviews student outcomes and regularly consults with ILT, community partners and others on which programs/activities are and are not having positive outcomes, using the information to advise principal on changes to site strategies and to formulate revisions to site plan. |

SCORING YOUR SSC

Take the score you tabulated for each standard, and write it in below. (See p. 2 for how to score each standard using the rubric.) Add up your scores and divide by 5 to get the overall score for your SSC.

SCORE FOR STANDARD 1: _____

SCORE FOR STANDARD 4: _____

SCORE FOR STANDARD 2: _____

SCORE FOR STANDARD 5: _____

SCORE FOR STANDARD 3: _____

OVERALL SCORE (STAGE OF DEVELOPMENT) FOR SSC: _____

School Site Council Stages of Development

| | | | |
|---|--|---|---|
| Undeveloped Practices (1) There is little evidence that the SSC implements practices described in the standard. | Emerging Practices (2) There is some evidence that the SSC implements practices described in the standard. | Developing Practices (3) There is substantial evidence that the SSC implements practices described in the standard. | Thriving Practices (4) There is strong and consistent evidence that the SSC implements practices described in the standard. |
|---|--|---|---|

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DEVELOPMENT PLAN FOR OUR SSC

Complete Development Plan as a group. List standards (up to two) and practices (up to four) that your SSC will work on to improve your operational capabilities. Then identify actions you will take to improve practices, and District (or other) resources needed to support improvement for each practice.

| Standard | Practices | Actions SSC Will Take to Improve Practice and Person(s) Responsible | Resources, Technical Assistance or Training We Need to Address Practices |
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SSC IDENTIFICATION INFORMATION

Once you have completed scoring, development plan and membership pages of your master document, send to district offices and retain a copy for your SSC records.

SCHOOL NAME: _____

SSC CHAIR: _____

Parent Teacher Staff Community Member (check one)

GRADES SERVED: _____

SCHOOL SITE COUNCIL MEMBERS (please list full names and emails, inc. SSC chair)

PRINCIPAL:

TEACHERS:

STAFF:

PARENTS:

STUDENTS (SECONDARY SCHOOL):

COMMUNITY MEMBERS:

LIST ANY SSC COMMITTEES/WORKGROUPS AND THEIR MEMBERS BELOW:

Committee/Workgroup #1: _____

Members: _____

Committee/Workgroup #2: _____

Members: _____

Committee/Workgroup #3: _____

Members: _____
