

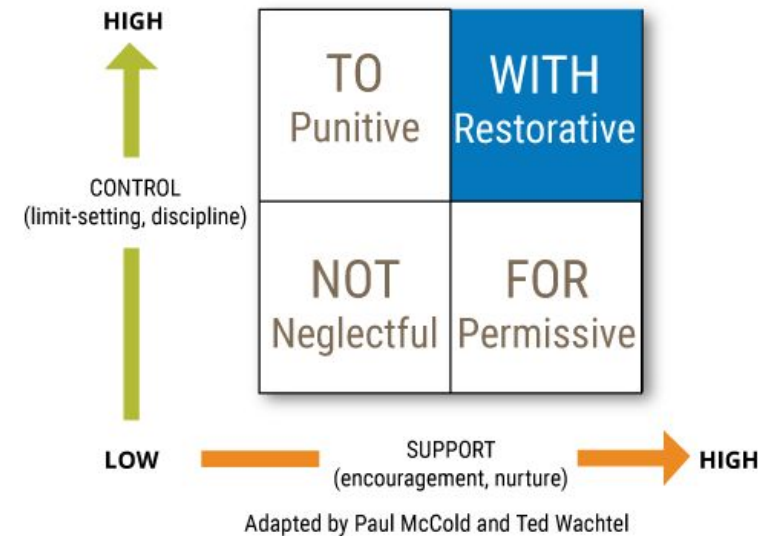
About this Rubric

This document is intended to guide and support school culture goal setting and strategic planning. Leadership teams should use this tool for self-assessment, reflection, action planning, and progress monitoring. The language of these 22 Restorative Communities elements should help guide staff professional development and family engagement to strengthen overall school culture and student outcomes. At its core, to be restorative means to make decisions with others, rather than to them or for them. The Social Discipline Window image to the right shows us how restorative approaches maintain a balance of support and control to achieve a safe, productive learning environment.

Our Restorative Vision

Restorative Communities are spaces that are physically, intellectually and emotionally safe, trauma-informed, and committed to social and racial justice. Restorative Communities are composed of respectful and responsible adults and students working towards educational equity and excellence, defined as all students being prepared to thrive in the 4 year college and career of their choice. Restorative Communities intentionally promote a positive and healthy school culture by building, strengthening and (when harm occurs - including institutional and historical harm) repairing relationships through social-emotional learning, circle practice, and restorative dialogue. Restorative Communities honor diversity, identity, and human rights.

Components	Elements
1. Leadership	<ul style="list-style-type: none"> a. Intentional Vision b. Culture Team c. Resources
2. Staff Culture	<ul style="list-style-type: none"> a. Approach b. Staff Growth c. Relationships d. Expectations
3. Student Culture (Prevention, Tier 1, Universal, Proactive)	<ul style="list-style-type: none"> a. Individual Needs and Goals b. Community Building c. Restorative Practices d. College Completion Culture e. Culturally Relevant Practices f. Social-Emotional Learning g. Motivation h. Student Leadership
4. Restorative Discipline (Intervention, Tier 2 & 3, Targeted and Intensive Support)	<ul style="list-style-type: none"> a. Expectations b. Safety c. Restorative and Trauma-informed Practices
5. Family & Community Engagement	<ul style="list-style-type: none"> a. Vision for Family & Community Engagement b. Opportunities c. Communication d. Parent Center



About the Partnership

The Partnership for Los Angeles Schools is a non-profit organization whose mission is to transform schools and revolutionize school systems to empower all students with a high-quality education. The Partnership was created in 2007 to transform historically underserved schools and serve as a scalable transformation model for Los Angeles Unified School District (LAUSD), the State of California, and the nation. The Partnership dramatically accelerates achievement for students in the district's highest-need schools by operating a network of 18 schools (14,000 students) in Boyle Heights,

South LA, and Watts. The Partnership is one of the largest public school turnaround initiatives in the nation. Graduation rates at Partnership schools have more than doubled since 2008, from a baseline of 36% to 81%. With the implementation of Restorative Communities in our network of schools, suspensions have dropped from a 21 percent baseline to just 1 percent. Partnership students are happier to be at their school, as evidenced by an increase of 13 percentage points on the LAUSD School Experience Survey between 2016-17 and 2018-19. Suspensions among African American students across our network decreased by 20 percentage points from 2014-15 to 2018-19, demonstrating our commitment to reducing disproportionate discipline practices. To learn more about the Partnership, please visit our website at www.PartnershipLA.org

Restorative Communities Vision & Implementation Rubric (2019-20)

Component	Element	Not Yet Begun	Initial Implementation (Some)	Partial Implementation (Most)	Full Implementation (All or Almost All)	Sample Evidence	Sample Actions
1. Leadership	Intentional Vision	The school has not yet codified or communicated with staff and the community a clear vision for school culture.	The school has a vision for culture. The result is a mostly safe and inclusive environment that supports progress toward reaching student and school goals.	The school has a clear vision for culture. The result is a safe and inclusive environment that supports progress toward reaching student and school goals.	The school's culture is intentionally built with a clear and coherent vision. The result is a safe, inclusive, and restorative community that supports progress toward reaching student and school goals.	<ul style="list-style-type: none"> <input type="checkbox"/> Call to Action (CTA) Culture Goals and notes from check ins <input type="checkbox"/> Culture/discipline plan or student/faculty handbook, e.g. sample <input type="checkbox"/> Family and staff newsletters <input type="checkbox"/> Photos of posters around campus <input type="checkbox"/> Surveys, listening sessions and/or focus groups to determine if all stakeholders can articulate the school mission, vision, core values/principles, and/or common expectations and can make personal connections to the importance of each. 	<ul style="list-style-type: none"> → Culture Team: Recruit, train and invest members of a Culture Team (including school leaders, teachers, out-of-classroom certificated staff, classified staff, students, families, partners) and schedule regular (at least monthly) meetings, location, and facilitator (e.g. Restorative Communities Lead) → Restorative Communities Lead: A well-trained teacher leader and/or school leader exists to dedicate time and energy to building culture through the school culture team and instructional leadership team → Expectations Communication: The Culture Team collaboratively determines/ revises the school mission, vision, core values/principles and common expectations (e.g. for school and classrooms) and develops a plan to share and revisit them with all stakeholders. Mission, vision, core values and expectations are posted in communications and common physical spaces and are discussed and practiced with all stakeholders
	Culture Team	The school does not yet have a Culture team or the team only meets for compliance purposes.	The school has a culture team composed of some stakeholders that meets with some regularity. The team has some ability, desire, and resources to enact goals and strategies to strengthen school culture.	The school has a culture team composed of most stakeholders that meets regularly (e.g. monthly). The team has the necessary ability, desire, and resources to enact goals and strategies to strengthen school culture.	The school has a culture team composed of all stakeholders that meets regularly and as needed. The team has all or almost all the necessary ability, desire, and resources to enact goals and strategies to strengthen school culture.	<ul style="list-style-type: none"> <input type="checkbox"/> Culture team agendas, sign in sheets, exit tickets <input type="checkbox"/> Culture team notes <input type="checkbox"/> Evidence of follow up from meetings (emails, newsletters, faculty meeting agendas, etc.) 	<ul style="list-style-type: none"> → Assess & Set Goals: The Culture Team assesses the quality of school culture through multiple measures and notes strengths and weaknesses. The Culture Team uses the self-assessment of strengths and needs, to write and share with all stakeholders, 1-3 SMARTE school-wide goals (e.g. CTA sample) with corresponding milestones and strategies aimed at strengthening overall school culture needs → Monitor & Intervene: School leaders, teacher leaders and parent leaders monitor the SMARTE related data and conduct (at least quarterly) informal school walks and classroom observations to monitor expectations and culture strategies, and share feedback, revised plans, and action steps with stakeholders.
	Resources	There are no resources dedicated to intentionally cultivating a Restorative Community.	Some resources are dedicated to intentionally cultivating a Restorative Community.	Adequate resources, with input from most stakeholders, are dedicated to intentionally cultivating a Restorative Community.	Ample resources, with input from all stakeholders, are dedicated to intentionally cultivating a Restorative Community.	<ul style="list-style-type: none"> <input type="checkbox"/> Annual or multi-year budget <input type="checkbox"/> Agendas for budget meetings <input type="checkbox"/> Notes from funding process planning 	<ul style="list-style-type: none"> → Budget: Annual budgeting includes resources for personnel, professional learning, family workshops, student leadership, and materials to promote and support Restorative Communities.

Component	Element	Not Yet Begun	Initial Implementation (Some)	Partial Implementation (Most)	Full Implementation (All or Almost All)	Sample Evidence	Sample Actions
2. Staff Culture	Approach	Staff does not share a common vision or approach to student success. Staff meetings, professional development and coaching conversations may not preserve the dignity of all students and adults or lead to improved teaching and learning.	The school is working to define an approach, vision and norms for achieving success. Some staff meetings, professional development and coaching conversations preserve the dignity of all students and adults and lead to improved teaching and learning	Most of the staff is unified in their approach, vision and norms for achieving success. Most staff meetings, professional development and coaching conversations preserve the dignity of all students and adults and lead to improved teaching and learning.	The staff is unified in their approach, vision and norms for holding high expectations for adults and students, and achieving success. Staff meetings, professional development and coaching conversations preserve the dignity of all students and adults and lead to improved teaching and learning.	<ul style="list-style-type: none"> ❑ Professional development and staff meeting agendas, sign in sheets, notes, PPTs, handouts, and exit ticket data ❑ Department/Grade Level Team meeting notes, focus groups or observation notes ❑ Survey data, e.g. Partnership Feedback Survey “My school is headed in the right direction” 	<ul style="list-style-type: none"> ➔ Community Building: Staff participate in on-going (monthly) Tier 1 circles and other relationship-building activities. ➔ Professional Learning: Staff meetings and professional development include time for professional reading, active engagement and data-driven reflection. The leadership team, including teacher leaders, plans and implements regular (at least biweekly) high-quality and valuable professional learning opportunities with all staff, including classified staff. ➔ Observations & Feedback: Staff members observe and give and receive affirming and adjusting feedback at least quarterly to peers and monthly to direct reports. ➔ Restorative Practices: Staff, including all leaders, model restorative practices and social-emotional learning in their roles, including a growth mindset. ➔ Anti-Bias: Staff, including all leaders, include opportunities to examine educators’ identities, strengths, needs, biases, and culturally-responsive pedagogy through readings and reflections that encourage and promote observable equity. ➔ Celebration: Staff celebrate collective and individual milestones, both quantitative and qualitative.
	Staff Growth	School has not yet developed a system for ensuring strong staff performance and satisfaction. Staff are not open to peer observation and feedback.	School has begun to develop systems to ensure staff are high-performing and satisfied. Some staff are open to peer observation and feedback.	School has systems to ensure most staff are high-performing and satisfied. Most staff are open to peer observation and feedback.	The school has systems to ensure all staff are high-performing and satisfied. All or most staff and are open to peer observation and feedback.	<ul style="list-style-type: none"> ❑ Staff retention rates ❑ Staff (classified and certificated) attendance rates ❑ PD Calendars/ PD Cycles ❑ Trends of instructional observations and coaching conversations ❑ Observation evidence of PD facilitators (e.g. School Leadership Framework 3a2 (High-quality PD) and 4b2 (Courageous Conversations re: bias)) 	
	Relationships	Relationships between and among staff and students vary and are often adversarial.	Relationships between and among staff and students vary in quality throughout the school.	Relationships between and among staff and students are generally healthy.	Relationships between and among staff and students are consistently healthy.	<ul style="list-style-type: none"> ❑ Monthly circle tracker of staff circles or photos of team builders or celebrations ❑ Staff surveys, including feelings and perceptions of safety, respect, connectedness, and inclusion in decision-making (quantitative and/or qualitative) 	
	Expectations	Few teachers enact instructional strategies that ensure students consistently bear the cognitive load.	Some teachers enact instructional strategies that ensure students consistently bear the cognitive load.	Most teachers enact instructional strategies that ensure students consistently bear the cognitive load.	All or almost all teachers enact instructional strategies that ensure students consistently bear the cognitive load.	<ul style="list-style-type: none"> ❑ Observation trends, especially on Teaching & Learning Framework 2a3 (intellectual risks in learning) and 3c1 (standards-based activities) ❑ Staff surveys, including shared sense of responsibility and expectations for future education 	

Restorative Communities Vision & Implementation Rubric (2019-20)

Component	Element	Not Yet Begun	Initial Implementation (Some)	Partial Implementation (Most)	Full Implementation (All or Almost All)	Sample Evidence	Sample Actions
3. Student Culture (Prevention / Tier 1 / Universal / Proactive)	Individual Needs & Goals	Few to no students have internalized their needs and goals. Students generally do not feel empowered to make choices about their post-secondary options.	Practices for building a culture of learning result in some students being able to describe and internalize their needs and goals. Some students are empowered to consider post-secondary education pathways and career options.	Practices for building a culture of learning result in most students, including some high-need subgroups, being able to describe, internalize, and meet their needs and goals. Most students are empowered to meaningfully pursue post-secondary education pathways and career options.	Practices for building a culture of learning focused on growth and high expectations result in all students, including high-need subgroups, being able to describe, internalize, and meet their needs and goals. Students are empowered to meaningfully pursue post-secondary education pathways and career options.	<ul style="list-style-type: none"> <input type="checkbox"/> Student goal setting documents, portfolios or photos <input type="checkbox"/> Individual Graduation/ Culmination Plan completion or student/counselor meeting notes 	<ul style="list-style-type: none"> → Expectations/Norms: Classroom teachers (potentially in collaboration with grade levels, PLE’s, and/or students) determine, communicate, teach, practice, reinforce, and correct classroom norms, expectations, routines, and procedures → Community Building: Students have opportunities for at least monthly celebrations of growth (academic or social-emotional), weekly team building, and daily positive feedback → Social-Emotional Skills: Staff understand, develop and implement on-going opportunities for social emotional skill development of students (e.g. Partnership SEL Standards). → Professional Development Cycles: An annual calendar reflects ongoing and meaningful opportunities for staff to learn, practice, implement, observe, and receive feedback on restorative, trauma-informed and culturally-relevant practices. → Team Participation: Students meaningfully engage and participate in the leadership teams of the school, e.g. culture team, School Site Council, etc. → Circles: Students participate in Tier 1 circles at least biweekly → Guidance: Out-of-classroom staff develop and implement meaningful opportunities for youth development and individual guidance → Motivation: Staff create, communicate, and implement (and revise as needed) a consistent school-wide approach to support students’ positive choices (e.g. PBIS, [intangible] incentives, most improved awards, raffles, etc.) → Dedicated Time: In addition to the start of each semester, time is set aside weekly (e.g. in advisory, in content areas, etc.) for cultivation of SEL, student motivation, leadership, etc. → Goal-Setting: In groups and individually, students and staff visually set individual goals, celebrating strengths, clarifying needs, and identifying supportive resources
	Community Building:	Few to no students engage in regular community building practices with each other (e.g. circle).	Some students engage in regular community building practices with each other (e.g. circle) in class, teams, or whole-school.	Many students engage in regular community building practices with each other (e.g. circle) in class, teams, and/or whole school.	Most students engage in regular community building practices with each other (e.g. circle) in class, teams, and whole school.	<ul style="list-style-type: none"> <input type="checkbox"/> Student compact, handbook, social contracts, etc. <input type="checkbox"/> Monthly circle tracker of student circles <input type="checkbox"/> Photos of school or classroom level community building 	
	Restorative Practices	Some aspects of the school may be safe, inclusive or restorative, but there is little or no evidence that these practices are coherent across the school site.	Some restorative practices (e.g. affective statements/questions, non-violent communication, circles, motivational interviewing) may be piloted by some teachers or school staff. Practices in line with the vision for culture are coherent across some aspects of the school site.	Most practices are intentionally restorative. Practices in line with the vision for culture are coherent across most aspects of the school site.	Practices are consistently restorative. Practices are in line with the vision for culture and are coherent across almost all aspects of the school site.	<ul style="list-style-type: none"> <input type="checkbox"/> Professional development agendas, sign in sheets, exit tickets <input type="checkbox"/> Observation trends, especially on Teaching & Learning Framework 2a1 (teacher-to-student interactions), 2a2 (student-to-student interactions), and 2a3 (academic climate) 	

Element	Not Yet Begun	Initial Implementation (Some)	Partial Implementation (Most)	Full Implementation (All or Almost All)	Sample Evidence
College Completion Culture	The system for supporting student readiness for college completion does not yet exist. Some students and families may gain college awareness and exposure, learn college academic behaviors, and the content and skills to succeed at the college level, but this is not systematic. Few students and families see college completion as a part of their future.	The system for supporting student readiness for college completion is developing and owned by some staff. It ensures that some students and families gain college awareness and exposure, learn the knowledge, skills, and dispositions to succeed at the college level. The net result of the system is some students having clear goals for accessing and completing college. Some students and families see college completion as a part of their future.	The system for supporting student readiness for college completion is in place and owned by most staff. It ensures that most students and families gain college awareness and exposure, learn the knowledge, skills and dispositions to succeed at the college level. The net result of the system is most students having clear goals for accessing and completing college. Most students and families see college completion as a part of their future.	The system for supporting student readiness for college completion is in place and owned by all or almost all staff. It ensures students and families gain college awareness and exposure, and learn the knowledge, skills and dispositions to succeed at the college level. The net result of the system is almost all students, including high-need subgroups, having clear goals for accessing and completing college. Students and families see college completion as a part of their future.	<ul style="list-style-type: none"> <input type="checkbox"/> College Center observation and documents <input type="checkbox"/> Student survey data and focus groups <input type="checkbox"/> Career fairs, college day, celebrations of college acceptances <input type="checkbox"/> Photos from field trips to college campuses <input type="checkbox"/> Observation data (e.g. Teaching & Learning Framework Standard 1b1 (Student Skills), 2a3 (Classroom Climate), 3d2 (Monitoring Student Learning) <input type="checkbox"/> School Leadership Framework, Standards 2c1 (Use of Data), 4b2 (Culturally Responsive Environment), 4b3 (Motivating Students)
Culturally Relevant Practices	There is little to no evidence that practices are culturally relevant, including the use of technology to increase access and differentiation, and/or reflect an emphasis on the development of higher order thinking skills and real-world application.	There is limited evidence that practices are culturally relevant, include the use of technology to increase access and differentiation, and/or reflect an emphasis on the development of higher order thinking skills and real-world application.	The vision and practices may be culturally relevant, include the use of technology to increase access and differentiation, and/or reflect an emphasis on the development of higher order thinking skills and real-world application.	Practices are consistently culturally relevant, use technology to increase access and differentiation, and reflect an emphasis on the development of higher order thinking skills and real-world application.	<ul style="list-style-type: none"> <input type="checkbox"/> Observation data (e.g. Teaching & Learning Framework Standard 2a (Respect & Rapport), 2b (Culture for Learning), 2c (Classroom Procedures) and 3b (Discussion) <input type="checkbox"/> Lesson plans and trend data, e.g. 1b (Knowledge of Students)

Restorative Communities Vision & Implementation Rubric (2019-20)

	Element	Not Yet Begun	Initial Implementation (Some)	Partial Implementation (Most)	Full Implementation (All or Almost All)	Sample Evidence	
	Motivation	Students do not have explicit opportunities to promote or increase motivation.	Students have some explicit opportunities to promote or increase motivation.	Students have many explicit opportunities to promote or increase motivation.	Many students have explicit opportunities to promote or increase motivation, which impact student outcomes.	<ul style="list-style-type: none"> <input type="checkbox"/> Ongoing observations of classroom instruction, and student work <input type="checkbox"/> Student survey data (e.g. college/career plans, self-efficacy) 	
	Student Leadership	Students do not have opportunities to lead in class, teams, or organizations.	Some students have opportunities to lead in class, teams, or organizations.	Many students have opportunities to lead in class, teams, or organizations.	Students have many opportunities to lead in class, teams, or organizations, which impact student outcomes.	<ul style="list-style-type: none"> <input type="checkbox"/> Assembly agendas/materials, lesson plans, student work, school-wide campaigns etc. <input type="checkbox"/> Photos, event flyers, calendars or notes from student clubs, organizations, and teams <input type="checkbox"/> Student survey data (e.g. I feel connected to my school; I am proud to be a student at this school) 	

Restorative Communities Vision & Implementation Rubric (2019-20)

Component	Element	Not Yet Begun	Initial Implementation (Some)	Partial Implementation (Most)	Full Implementation (All or Almost All)	Sample Evidence	Sample Actions
4. Restorative Discipline (Intervention / Tier 2 & 3 / Targeted & Intensive Support)	Expectations	The school has does not yet have an intentionally built system in place that clearly communicates norms, expectations, rules and appropriate consequences. The net result is a culture where student behavior may be unsafe, and where student decision-making is not consistently in line with school expectations and vision for culture.	The school has a system in place that clearly communicates norms, expectations, rules and appropriate consequences, and some staff apply them equitably. The net result is a culture that is beginning to influence student decision-making and behavior, in only those spaces where it is applied, in a manner that is aligned with the school's expectations and vision for culture.	The school has a multi-tiered system in place that clearly communicates norms, expectations, rules and appropriate consequences, and applies them in most classrooms equitably for all students. The net result is a culture that is influencing student decision-making and behavior in many areas of the school, in a manner that is aligned with the school's expectations and vision for culture.	The school has a multi-tiered system in place that clearly communicates norms, expectations, rules and appropriate consequences, and applies them equitably for all students. The system emphasizes consequences that support inclusion, recognizes potential trauma and maintains student dignity. The net result is a culture that influences students to make decisions and behave in a manner that is aligned with the school's expectations and vision for culture.	<ul style="list-style-type: none"> <input type="checkbox"/> LAUSD Positive Behavior Intervention and Supports Rubric of Implementation (PBIS ROI) <input type="checkbox"/> Observational, survey or anecdotal data from students, staff and families about school-wide expectations 	<ul style="list-style-type: none"> → Multi-Tiered System: Culture team has developed, implemented (and revised) a multi-tiered system of expectations and discipline that includes restorative practices at all levels → Restorative Practices: Staff teach, practice, and reinforce with students key restorative practices to address harm, such as non-violent communication, affective statements, and restorative dialogue → Trauma-Informed Practices: Staff are trained in recognizing the effects of trauma and supporting students with practices such as mindfulness → Re-Entry Process: The few students with exclusionary discipline consequences also have a restorative re-entry to school and/or class → Out-of-classroom staff (including counselors and deans) and perhaps some parents participate in professional development and coaching in Tier 2 and 3 restorative practices (such as harm/conflict circles, restorative dialogue, re-entry circles, etc.) and implement these practices → Students with higher needs and/or who have experienced harm/conflict participate in Tier 2/3 circles as needed → Review and Revise Systems: Culture and leadership teams evaluate and refine the discipline system over time, considering input from a wide range of stakeholders.
	Safety	The system for ensuring school is a safe space emphasizes order and physical safety. Few, if any staff emphasize building and sustaining healthy relationships and addressing socio-emotional needs among and between students and staff.	The system for ensuring school is a safe space emphasizes order and physical safety. Some staff may emphasize building and sustaining healthy relationships among and between students and staff.	The system for ensuring school is a safe space emphasizes building and sustaining healthy relationships among and between students and staff. Most staff reinforce this belief.	The system for ensuring school is a safe space emphasizes building and sustaining healthy relationships among and between students and staff. All or almost all staff reinforce this belief.	<ul style="list-style-type: none"> <input type="checkbox"/> Staff, student, and family surveys (e.g. feel safe, feel discipline is handled fairly and effectively, feel their voice is heard) <input type="checkbox"/> Exclusionary discipline data (e.g. in-school and out-of-school suspension rates, out-of-class referrals) <input type="checkbox"/> The physical environment demonstrates trust and safety (e.g. unlocked doors, decreased presence of uniformed officers) 	
	Restorative and Trauma-Informed Practices	When a harm occurs, punitive disciplinary practices may be used.	When a harm occurs, the school primarily responds with traditional disciplinary practices, although some staff use intentional, restorative practices to repair harm and re-integrate students into the school community.	When a harm occurs, the school mostly uses intentional, restorative practices to repair harm and re-integrate students into the school community. Adults and students may use non-violent communication, affective statements and questions to de-escalate harm and transform conflict.	When a harm occurs, the school consistently uses intentional, restorative practices to repair harm and re-integrate students into the school community. Adults and students use non-violent communication, affective statements and questions to de-escalate harm and transform conflict.	<ul style="list-style-type: none"> <input type="checkbox"/> Tier 2 and 3 Circles recorded (e.g. in circle tracker) <input type="checkbox"/> Post-circle questionnaire, progressive discipline, agreements <input type="checkbox"/> Observation or anecdotal data of staff responding to student misbehavior respectfully and in a way that recognizes potential trauma and maintains student dignity (e.g. Teaching & Learning Framework Standard 2d Managing Student 	

Restorative Communities Vision & Implementation Rubric (2019-20)

Component	Element	Not Yet Begun	Initial Implementation (Some)	Partial Implementation (Most)	Full Implementation (All or Almost All)	Sample Evidence	Sample Actions
5. Family & Community Engagement	Vision for Family & Community Engagement	The school's family and community engagement vision is unclear or nonexistent. Activities are limited and/or not strategic. The school has not yet begun to create a welcoming environment and family engagement does not appear to be valued at the school.	The school has begun to develop a vision for family and community engagement. Some activities are aligned to school wide goals. The school has begun to create and maintain a welcoming, customer-service oriented environment that values family.	The school has a clear vision for family and community engagement. Activities are mostly, but not always, aligned to school wide goals and decision-making and are part of the schoolwide culture.	The school has a clear, coherent, and broadly communicated vision for family and community engagement that is intentionally integrated into school-wide goals, decision-making and schoolwide culture.	<ul style="list-style-type: none"> <input type="checkbox"/> Documented recruitment efforts and sign in sheets for school-site council, Family Action Team meetings and events e.g. the Family Action Team rubric, Culture Team meetings, etc. <input type="checkbox"/> Almost all parents feel safe, respected, and connected to school (as evidenced by parent surveys) 	<ul style="list-style-type: none"> → Voice: Family and community members have on-going and meaningful opportunities to participate in formal school-based teams and informal opportunities to contribute to the school environment. Parents are invited to participate in continuous improvement meetings, such as CTA check-ins and ILT meetings → Communication: Weekly/monthly communication with families and community members include opportunities and ideas for restorative practices at home and in the community(as evidenced by newsletters) → Parent Center: Families have meaningful and flexible access to a welcoming space on campus. The parent liaison plans and oversees frequent activities with parents (e.g. coffee with the principal; school clean-ups; community building circles; parent volunteer opportunities; classroom observations, etc.) → Conflict Resolution: There are several accessible formal and informal avenues to resolve disagreements, disputes, and conflict between families and school staff.
	Opportunities	The school offers few or no family engagement and learning opportunities. There may not be formal or informal spaces for parents to share their opinions and contribute to the school environment.	The school offers some family engagement and learning opportunities. There are formal spaces for parents to share their opinions and contribute to the school environment.	The school creates and maintains a welcoming, customer-service oriented environment that values family engagement. The school accommodates diverse family needs and offers many family engagement and learning opportunities. There are formal and informal spaces for parents to share their opinions and contribute to the school environment.	Practices aligned with the school's vision include: a welcoming environment, parents engaged in student learning, and community partners strategically involved in support of student outcomes. The school creates and maintains a welcoming, highly customer-service oriented environment that values family engagement. The school accommodates diverse family needs and offers many varied family engagement, leadership and learning opportunities. There are several formal and informal spaces for parents to share their opinions and contribute to the school environment.	<ul style="list-style-type: none"> <input type="checkbox"/> Monthly circle tracker of family circles <input type="checkbox"/> Sign in sheets from CTA and CST meeting check ins include parents <input type="checkbox"/> Attendance (sign in sheets) and participation/feedback (exit tickets) of monthly family and community events and workshops 	
	Communication	Communication between parents and administrators and/or teachers is unclear or non-existent.	The school has begun to create a communication process between parents and administrators and/or teachers; communication may be inconsistent and delayed.	Practices include communication with parents or other outside stakeholders. There is a process for parents to engage administration and/or teachers that usually prioritizes responsiveness and timeliness.	A system of consistent communication has been implemented. There is a transparent process for parents to engage administration and/or teachers that prioritizes responsiveness and timeliness.	<ul style="list-style-type: none"> <input type="checkbox"/> Regular parent newsletter and calendar <input type="checkbox"/> Regular calls, texts, and/or emails home <input type="checkbox"/> Suggestion box, volunteer opportunities, etc. 	
	Parent Center	If the school has a Parent Center, it does not have a consistent parent liaison (e.g. Community Representative) and/or the liaison is not-effective in overseeing the day-to-day parent center activities.	The school has a Parent Center and developing parent liaison (e.g. Community Representative) who oversees the day-to-day parent center activities.	The school has a Parent Center as well as an effective parent liaison (e.g. Community Representative) who oversees the day-to-day parent center activities.	The school has a well-developed Parent Center as well as a highly effective parent liaison (e.g. Community Representative) who oversees the day-to-day parent center activities, including opportunities to learn about restorative practices.	<ul style="list-style-type: none"> <input type="checkbox"/> Parent Center calendar <input type="checkbox"/> Community partners that present <input type="checkbox"/> Customer Satisfaction survey data 	

Restorative Communities Vision & Implementation Rubric (2019-20)

**Call to Action (CTA):* School-based goals, strategies, and plans structured and streamlined for ongoing access and potential modification (i.e. on google documents). The Partnership's CTA's have one tab for each literacy, math, culture, and college & career readiness (and an optional fifth school-choice goal) and each tab has one summative SMARTE goal, three formative goals, responsible persons, check-in timelines, supporting instructional strategies and family engagement strategies.

**Culturally relevant:* The intentional collection of choices a school, teacher team, or individual teacher makes in curriculum and instructional strategy to intentionally attend to the cultural backgrounds, norms, and assets of students and the community context of the school.

**Culture Team:* Team of mixed stakeholders (including school leaders, teachers, out-of-classroom certificated staff, classified staff, students, families, partners, etc.) led and organized by a Restorative Communities Lead and/or school leader.

**Family Action Team (FA Team):* A Family Action Team is a school based work team that develops, plans, executes and evaluates school wide family engagement strategies. Family Action Teams lead, support and inspire school-based parent engagement activities that are designed around school wide academic priorities.

**Instructional Leadership Team (ILT):* The ILT is composed of school and teacher leaders, meets regularly, and enacts the CTA. At elementary schools, teacher leaders are typically grade-level chairs; at secondary schools, teacher leaders are typically content-area chairs; additional leaders may include Restorative Communities Leads, Peer Coaches, instructional coaches, and/or others.

**Positive Behavior Intervention and Supports (PBIS):* School-wide framework or approach for assisting school personnel in adopting and organizing evidence-based behavioral interventions into an integrated continuum that enhances academic and social behavior outcomes for all students.

**Restorative Communities:* The Partnership's umbrella term for school culture and related practices - e.g. restorative practices, trauma-informed practices, social-emotional learning, mindfulness, positive behavior intervention and supports. Restorative Communities are spaces that are physically, intellectually and emotionally safe, trauma-informed, and committed to social and racial justice. Restorative Communities are composed of respectful and responsible adults and students working towards educational equity and excellence, defined as all students being prepared to thrive in the 4 year college and career of their choice. Restorative Communities intentionally promote a positive and healthy school culture by building, strengthening and (when harm occurs - including institutional and historical harm) repairing relationships through social-emotional learning, circle practice, and restorative dialogue. Restorative Communities honor diversity, identity, and human rights.

**Restorative College Culture Lead (RCCL):* The RCCL is a certificated school-based staff member, whether in-classroom or out-of-classroom, who has applied and been accepted to the Partnership Teacher Leader program to cultivate his/her own restorative practice expertise, develop leadership skills by coaching others, and support college-completion culture and classroom climate by leading the school Culture Team and facilitating school-wide restorative and college culture efforts.

**Restorative practices:* a collection of actions and decisions made with those most affected by a situation to build, maintain, and (when necessary) repair relationships and interactions. This includes both preventative practices (e.g. affective statements and questions, community building circles) and intervention practices (e.g. non-violent communication, motivational interviewing, restorative dialogue, conferencing, conflict circles, re-entry circles and plans).

**Restorative justice* in schools is an approach to heal harm. In schools, restorative "justice" can also be understood as restorative "discipline," the intervention tiers of restorative practices to address harm, transform conflict, and repair relationships.

**School Leadership Framework:* LAUSD's [framework](#) for effective school leadership, including professional growth, change management, instruction, culture of learning, family and community engagement, and systems and operations.

Restorative Communities Vision & Implementation Rubric (2019-20)

**SMARTER*: Specific, measurable, ambitious, realistic/relevant, time-bound, and equity-focused

**Social-Emotional Learning (SEL)*: The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions. ([Case!](#))

**Teaching & Learning Framework*: LAUSD's [framework](#) for effective teaching practices, including planning, classroom environment, instruction, and professional growth, and rooted in the work of Charlotte Danielson.

**Trauma-informed practices*: Being trauma-informed in schools means being informed about and sensitive to trauma, and providing a safe, stable, and understanding environment for students and staff. A primary goal is to prevent re-injury or re-traumatization by acknowledging trauma and its triggers, and avoiding stigmatizing and punishing students. ([Education Law Center](#))