PROCESS *AND* PROTEST

CALIFORNIA:
How are Districts Engaging Stakeholders in LCAP Development?

Partners *for* Each and Every Child

a project of the:
OPPORTUNITY INSTITUTE

ABOUT OUR REVIEW

Process and Protest: California examines the efforts of several California districts to fulfill the stakeholder engagement requirements of the Local Control Funding Formula (LCFF) in the development of their Local Control Accountability Plans (LCAPs).

Our analysis starts from the premise that pursuing educational equity and excellence means prioritizing the needs of underserved groups. High-quality, ongoing engagement among school officials and the members of these communities represents the most effective way to address the needs of California's most underserved students.

Despite best intentions, however, the concept of "stakeholder engagement" can often feel like a rote exercise or an invitation for inevitable conflict, instead of a meaningful and collaborative process meant to support students, families, and schools. However, we believe that a meaningful PROCESS of engagement is vitally important, even if it results in PROTEST. Furthermore, investing in a good PROCESS may serve to build the trust needed to prevent PROTEST.

Today, stakeholder engagement is enshrined in state and federal laws (see *Process and Protest*, July 2017, for our analysis of the engagement processes within each state's Every Student Succeeds Act, or ESSA, accountability plans), underscoring the urgent need for ongoing dialogue about the conditions in our schools.

The following report includes a brief history of LCFF, LCAPs and reflections on stakeholder engagement, a description of the five promising practices identified in our research, and case studies of districts that are applying these practices to their LCAP process.

We began our research by reading a number of 2017-2018 LCAPs and reaching out to state and local community and advocacy organizations to hear about districts that have done a good job working with their communities. Through these efforts, we identified a group of approximately 20 districts that have affirmatively responded to the stakeholder engagement requirements of LCFF. We interviewed district administrators, parents, students, and community leaders to learn more about the development and evolution of their stakeholder engagement practices.

Based on this process, we are highlighting eight California districts who have adopted promising approaches to stakeholder engagement. These districts range in size from 62 to 62,000 students and represent communities as far north as Redding and as far south as San Diego.

Dear Colleague,

Educational equity means that every student has access to the resources and educational rigor they need. It means accounting for challenges that students face because of their family background or income, or disadvantages they have suffered because of discrimination on the basis of their race, gender, ethnicity, language, or ability. Put simply, an equitable system is one where each and every student can succeed. This requires courageous and vigilant disruption of the habits and practices of the way education has historically been administered — from classrooms, school buildings, neighborhoods, and capitol buildings across the nation.

Are we on this path to equity in California? The Local Control Funding Formula (LCFF) was intended to be, first and foremost, an overhaul of a complex, inequitable, seemingly top-down funding system. And a couple years in, LCFF and the requisite Local Control Accountability Plans (LCAPs) have yet to demonstrate consistent statewide progress around the two major goals of the effort: equity and local control.

First, LCFF certainly represents a step towards greater equity as to how state dollars move from Sacramento to districts, providing more money than was previously available for students with greater need.

Second — and this is the crux of the opportunity and the challenge — LCFF puts decision-making authority about what to do with resources into the hands of parents, students, and community members.

While the equity goals of LCFF are commendable, and many prefer the system of local control, assurances are still lacking — as are enforcement mechanisms to ensure — that districts actually use funds to improve programs and services for underserved students. This would make us all accountable and a part of the process.

In the past few months, we have examined the process for developing school accountability plans and have analyzed the 50+ state ESSA accountability plans. We now draw our attention to California. Our findings are that these five (5) pillars of meaningful engagement are essential for equity:

> **1. REPRESENTATION: Reach the Unreached** — Prioritizing the needs, participation, and leadership of communities that have historically been marginalized and underserved by political decision-making processes.

> **2. TRANSPARENCY: Show Your Work** — Making the decision-making process transparent allows all communities to be able to easily see when and how to participate, as well as how participation is valued and has a real impact.

3. SUSTAINABILITY: Stick With It — Beginning at the earliest planning stages, continuing throughout implementation in structured, regular ways, and engage at all levels.

4. COLLABORATION: Maximize Your Resources — Work with outside partners to strengthen your engagement efforts adding resources, staff, intellectual capital, and new perspectives.

5. ALIGNMENT: Double Down — Aggregate and analyze community feedback from separate and parallel efforts to identify areas of agreement, amplify the voices of the underserved, and build support for reform.

Without adherence to these five pillars, an LCAP process can compromise a community's ability to gather and allocate valuable and effective resources in service of their most vulnerable students.

There is an extraordinarily urgent need to change familiar and inequitable patterns and processes. In communities with limited fiscal resources and in those facing significant challenges — efforts to improve systems often stagnate or reverse. And in spite of best intentions, without explicit and fully resourced efforts and the deliberate inclusion of underserved communities, commitments to equity often fall short and perpetuate, rather than remedy, disenfranchisement.

With a shared goal of educational equity and excellence, we are all accountable. We are all stakeholders. We all have work to do.

Molly Mauer

Executive Vice President
The Opportunity Institute

Partners *for*
Each and Every Child

a project of the:
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Rather than top-down, transactional exchanges ... the new system favors teams of local educators engaging with their communities to tailor approaches to specific needs...

[S]takeholders must be authentically engaged and transparency must be a top priority.

Ensuring that each student has the support they need to succeed is a collective responsibility we all share."

— *State Superintendent Torlakson and State Board of Education President Kirst*

October 2, 2017 letter to superintendents

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PART 1:
ENGAGEMENT AS A PATH TO EQUITY

INTRODUCTION

To be successful and sustainable, any effort to make our schools more excellent and our educational system more equitable must prioritize the needs of our most vulnerable students and districts. Understanding and addressing these needs requires robust and thoughtful dialogue with stakeholders — parents and families, students, and community-based organizations — at the state, county, and local levels.

California has put the relationship between democratic participation and education reform into law, at the heart of the state's Local Control Funding Formula (LCFF).

Meaningful, structured, and ongoing dialogue among a variety of stakeholders is not only legally required, but is essential to the advancement of excellence and equity in our schools.

The basic logic of LCFF is that local community members are the best sources for knoweldge of the needs and strengths of a school, and are the people most invested in the success of that school. School communities are strengthened, and students are better served, when these community members work actively with school administrators to make decisions about school and district policies and practices.

To wit, LCFF could have been primarily a compliance exercise, with districts fulfilling primarily administrative responsibilities in exchange for state funding, but community leaders advocated for an LCFF design that emphasized local accountability premised on a mutual responsibility for dialogue.

COLLABORATION DOESN'T MEAN AGREEMENT

With this in mind, it is important to recognize that close collaboration does not always mean full agreement. Process and protest are closely, and beneficially, related: good approaches to stakeholder engagement actively enable and incorporate the voicing of differences of opinion. The opportunity to meaningfully voice and promptly address disagreements can build trust among groups, better inform policy decisions, and create a broad base of support for sustained efforts to advance excellence and equity.

HARNESSING PROCESS AND PROTEST

Our analysis of district practices in the fifth year of LCFF examines how districts have developed processes where regular dialogue with stakeholders is being used to develop and sustain educational equity and excellence. In this report, we also highlight examples where districts have harnessed the urgency of protest — of disagreement or opposition to current and proposed policies and practices — to drive reforms for the benefit of their most underserved students.

The following case studies illustrate how stakeholder engagement is part of a long-term commitment to continuous improvement, with the recognition that learning and growth require honest, and at times difficult, reflection and an explicit commitment to repairing and strengthening relationships with their communities.

The districts include: Elk Grove Unified, Humboldt County Office of Education, Lewiston Elementary School District, Oceanside Unified, Oakland Unified, Sacramento City Unified, San Francisco Unified, and Sanger Unified.

Meaningful, structured, and ongoing dialogue among a variety of stakeholders is not only legally required, but is essential to the advancement of excellence with equity in our schools.

WHAT IS LCFF?

The **Local Control Funding Formula (LCFF)** was enacted by the California legislature in June 2013 and has transformed the way California funds K-12 education. There are two principles underlying the legislation:

FUNDING FOR EQUITY

Funding for Equity: LCFF is a weighted funding formula that aims to distribute resources equitably, based on student need. The understanding behind LCFF is that schools that serve high-needs students — e.g. English Learners, foster youth, students with disabilities, and low-income students — should be prioritized in the distribution of resources to ensure that they receive what they need to succeed academically.

LOCAL CONTROL

Local Control to Meet Local Needs: LCFF replaces the previous funding system of block grants and complicated bureaucratic regulations with a drastically simplified grant system in which funds are distributed to the district with minimal restrictions on their use. This community-based approach maximizes the amount of flexibility each district has in addressing their unique needs and acknowledges the expertise of those who work most closely with students.

HOW DOES THE FORMULA WORK?

As part of its efforts to promote equity, LCFF establishes a straightforward and consistent funding formula that allows districts and schools to make long-term plans. LCFF replaces the former school funding process with a system of three grants.

THREE TYPES OF GRANTS

The **base grant** establishes a uniform per-student amount. The rates vary according to grade level, in recognition of the fact that certain levels of education incur higher costs than others.

The **supplemental grants** provide an additional 20% of the base grant for each student in the district that is classified as an English Language Learner (EL), as Socio-Economically Disadvantaged (SED), or as Foster Youth (FY). Students who meet the requirements for multiple categories are only counted once.

The **concentration grants** are awarded to districts that have a high proportion (more than 55%) of students who fall into the EL, SED, or FY categories, with the understanding that the cumulative impact of large groups of these students exceeds what is otherwise provided on a per-pupil basis. This grant provides an additional 50% of the base grant for each student above the 55% enrollment mark.

Districts are required to engage stakeholders in developing and refining their LCAPs, yet there are no explicit resources available from the state to support their engagement efforts, nor guidance on how to do it well.

LCFF'S TOOLS: LCAPS, DASHBOARDS, AND SUPPORT FOR DISTRICTS

The **Local Control Accountability Plan (LCAP)**, as its name suggests, is an annual district report that documents how districts plan to use their LCFF dollars. More specifically, it documents how state funds are being used to address the priorities set by local community members to support the improved academic achievement of English learners, foster youth, and socio-economically disadvantaged students.

LCAP TEMPLATE

Each district creates an LCAP based on a template provided by the California Department of Education (CDE). The LCAP is submitted to the local County Office of Education for approval every three years and updated annually. The template for these plans consists of four parts:

- Summary
- Stakeholder Engagement
- Goals, Actions & Services
- Demonstration for Increased or Improved Services for Unduplicated Pupils

For the state, the LCAP shows how districts are using state funds in accordance with statutory requirements. For teachers and school administrators, the LCAP explains how the district intends to achieve its goals. For students and parents, the LCAP demonstrates the district's commitment to provide targeted support for underserved students and find ways to continuously improve.

DASHBOARDS

LCFF mandated the creation of the **California School Dashboard**, a website that debuted in Fall 2017 that uses multiple measures, instead of just academic test scores, to provide a comprehensive picture of how a school or district is performing. There are state and local indicators that correspond to LCFF's priority areas.

State indicators include:

- Chronic Absenteeism
- Suspension Rate
- English Learner Progress
- Graduation Rate
- College/Career Readiness
- English Language Arts and Mathematics Performance

The state indicators apply to **all** LEAs, schools, and student groups and are based on data that is collected consistently across the state. Local indicators (including Basic Services, Implementation of State Academic Standards, Parent Engagement, and School Climate) apply at the district and charter school level and are based on data collected at the local level.

The intention of the Dashboard is to provide local stakeholders with information they can use to more accurately assess the strengths and challenges of their district, track progress over time, and in turn inform the development of their Local Control Accountability Plan (LCAP).

LCFF requires every district to engage with stakeholders in developing their LCAP.

LCFF establishes minimum legal requirements that districts must follow to seek and incorporate feedback from the community when developing their LCAPs. One requirement is that districts must establish parent advisory committees. Another requirement is that districts must "consult" with parents and guardians, students, and other stakeholders in developing the LCAP. Districts must also develop ways for the broader public to provide input on the LCAP as it is being developed and before it is adopted.

REQUIRED STAKEHOLDER ENGAGEMENT

As indicated in part two of the LCAP template, districts are required to document how and when stakeholders were engaged in the development and update of the LCAP, and what impact that engagement had on the final plan.

Together, the weighted funding formula, the dashboard, and the requirements for stakeholder engagement establish the framework for a process of strategic planning and annual refinement that is community-driven and aligns resources to overcome challenges and advance equitable access to high-quality education for all students.

SUPPORT FOR DISTRICTS

In an effort to help local education agencies fulfill the promises of LCFF, the legislation adds to the compliance, monitoring, and support roles of County Offices of Education (COEs) to include the approval of district LCAPs, and a broad "support role" in implementation and continuous improvement. In addition, the legislature created a new body, the **California Collaborative for Educational Excellence**, which is a state-funded technical assistance organization to offer "personalized, immediate, and evidence-based support to county offices of education, school districts and charter schools so they can take ownership in continually improving learning for all students."

Although there is scant guidance from the state or COEs as to when and how stakeholders should be engaged throughout the LCAP process, the CCEE has outlined a general timeline and process (depicted by the icon below) to guide districts in their continuous improvement approach to stakeholder engagement.

LCFF establishes minimum legal requirements that districts must follow to seek and incorporate feedback from the community when developing their LCAPs. One requirement is that districts must establish parent advisory committees. Another requirement is that districts must "consult" with parents and guardians, students, and other stakeholders in developing the LCAP. Districts must also develop ways for the broader public to provide input on the LCAP as it is being developed and before it is adopted."

WHAT DOES MEANINGFUL STAKEHOLDER ENGAGEMENT LOOK LIKE?

Community, family, and student leaders drove the development and legislative passage of LCFF and made stakeholder engagement critically important in the development of LCAPs.

LCFF's passage into law meant newly articulated statutory requirements for school districts. These statewide mandates, however, came without much guidance or additional resources from the state about how to plan and maintain the conversations now required by law. The hope of this approach was that districts would, on their own, develop the policies and procedures that were best suited for their own communities. What we have seen is that without clear direction, support, and technical assistance on specific issues, most districts have not risen to the challenge of facilitating new, more meaningful and effective ways to partner with local stakeholders.

... without clear direction, support, and technical assistance on specific issues, most districts have not risen to the challenge of structuring new, more meaningful and effective ways to dialogue with local stakeholders.

5 PROMISING PRACTICES

In reviewing the local engagement efforts of school districts across California, we have found significant commonalities among those using stakeholder feedback to meaningfully inform the LCAP process. These districts frequently apply what we have identified as five promising practices:

1. REPRESENTATION: Reach the Unreached
Prioritizing the needs, participation, and leadership of communities that have historically been marginalized and underserved by political decision-making processes.

2. TRANSPARENCY: Show Your Work
Making decision-making processes transparent so that all communities can easily understand when and how to participate, and how their participation is valued and has real impact.

3. SUSTAINABILITY: Stick With It
Engaging with community members at the earliest planning stages, and continuing the engagement throughout implementation in structured, regular ways, and at county, district, and school levels.

4. COLLABORATION: Maximize Your Resources
Working with outside partners to strengthen engagement efforts by adding resources, staff, intellectual capital, and new perspectives.

5. ALIGNMENT: Double Down
Aggregating and analyzing community feedback from separate and parallel efforts — e.g. district strategic planning, partner agencies, community advocates — and using this information to identify areas of agreement across communities, amplify the voices of the underserved, and build support for reform.

PART 2:
WHAT WE LEARNED FROM DISTRICTS

DISTRICT OVERVIEW

It has been more than four years since LCFF was enacted, and many districts are still developing ways to more meaningfully assess and address the needs of their communities. The stakeholder engagement portions of the LCAPs we reviewed showed a wide range of approaches to this task. The districts we feature in our case studies have all demonstrated a commitment to using high-quality engagement with stakeholders to drive continuous improvement.

The tables below present select data from the Fall 2017 California Dashboard and 2017-2018 DataQuest Enrollment reports to illustrate the variety of selected districts:

TABLE 1. DASHBOARD DATA

District	Environment	# of students	Low Income	English Learner	Foster Youth
Elk Grove USD	Suburban	62,316	53.9%	16.8%	0.7%
Humbolt COE	Rural	240	67.9%	6.3%	7.9%
Lewiston ESD	Rural	62	77.4%	0%	0%
Oakland USD	Urban	50, 231	74.4%	32.6%	0.6%
Oceanside USD	Suburban	20,459	63.6%	17.7%	0.3%
Sacramento USD	Urban	46,595	70.3%	19.8%	0.6%
San Francisco USD	Urban	60,263	56.4%	28.5%	0.6%
Sanger USD	Suburban	12,102	76.7%	18.7%	0.7%

TABLE 2. ETHNICITY

District	Environment	# of students	African American	Asian	Hispanic / Latino	Pacific Islander	American Indian	White
Elk Grove USD	Suburban	62,316	12.0%	24.0%	26.6%	1.7%	0.6%	20.0%
Humbolt COE	Rural	240	0.5%	2.5%	11%	0.7%	6.4%	68.7%
Lewiston ESD	Rural	62	0%	1.6%	11.3%	0%	8.1%	87.1%
Oakland USD	Urban	50, 231	24.3%	12.6%	45.6%	0.9%	0.2%	10.1%
Oceanside USD	Suburban	20,459	4.4%	2.0%	55.1%	1.7%	0.3%	27.0%
Sacramento USD	Urban	46,595	15.7%	16.5%	39.5%	2.0%	0.5%	17.2%
San Francisco USD	Urban	60,263	8.4%	31.0%	31.2%	1.0%	0.4%	14.2%
Sanger USD	Suburban	12,102	1.2%	10.6%	69.6%	0.2%	0.2%	13.6%

CA Dashboard; 2017-18 DataQuest: Enrollment Multi-Year Summary by Ethnicity

A SYSTEM OF CONTINUOUS IMPROVEMENT

LCFF is built on a "continuous improvement" methodology. This is an organizational management philosophy that values incremental improvement over time and relies on iterative systems of feedback to inform changes and increase efficiency. In the context of stakeholder engagement, continuous improvement is supported through the regular evaluation of the effectiveness of stakeholder engagement practices and through the ongoing implementation of small improvements to increase the quality of participation. Each district in this report applied this principle in order to identify challenges and improve engagement. **We indicate examples of continuous improvement in the following case studies with the icon below:**
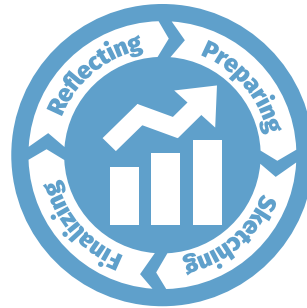
1. REPRESENTATION:
REACH THE UNREACHED

Prioritize the needs, participation, and leadership of communities that have historically been marginalized and underserved by political decision-making processes.

LCFF's focus on supporting underserved students requires engaging with stakeholders that are most familiar with the challenges those students face. Unfortunately, these stakeholders are often ones that have been historically left out of political conversations and frequently lack the resources to participate in traditional processes.

Districts must make an authentic and sustained effort to engage in ongoing dialogue with these communities. This requires analysis of which student subgroups don't have adequate representation in school and district decisions, and what barriers are hindering their participation. For many districts, this might mean increasing the depth and quality of demographic data analysis, identifying gaps in representation and perspectives, and making targeted efforts to bring in the missing voices.

Providing basic translation, interpretation, and childcare services is a good first step, but for many stakeholders — particularly those that historically have had little access to the decision-making process at the district level — it will not be enough. Districts must demonstrate the value they place on inclusion by meeting these stakeholders more than halfway. For example, holding events in places and at times that are convenient for the community, working with trusted leaders and organizations, and equipping everyone with the information and tools they need to participate.

How to Put This Into Practice:

✓ Take a look at the data about your students and schools, and focus on those struggling the most.

✓ Ensure — and show — that your engagement efforts include representatives of underserved students.

✓ Make sure that all events and materials are accessible to all stakeholders, and that information is shared in advance of decision-making.

✓ Commit to changes over time to become more inclusive.

✓ Use multiple methods of engagement to reach more stakeholders.

✓ Prioritize the leadership of underrepresented groups in ongoing structures (e.g. advisory committees).

1. REPRESENTATION:
REACH THE UNREACHED

CASE STUDY:
ELK GROVE UNIFIED SCHOOL DISTRICT

TAILORED ENGAGEMENT

It is often the case that the students with the greatest needs are also those that are facing challenges that prevent their full participation in district and school-level decisions. In recognition of this challenge, Elk Grove has worked to ensure that student groups that have been historically underperforming and underserved are well represented throughout the LCAP process.

Elk Grove's Foster Youth Services (FYS) department has been serving foster youth since the 1970s. Once LCFF was passed, district leadership relied on this office to develop engagement practices that made the most sense for foster youth.

COMMUNITY FOCUS GROUPS

FYS developed targeted surveys that would allow them to drill down on the specific issues that affect foster youth. One survey asked students to evaluate the services they were receiving, their ability to access resources, and their understanding of the legal protections to which they are entitled. A separate survey was distributed to school site leaders to gauge their understanding of the available resources and legal requirements concerning this population.

FYS also created community focus groups with child welfare workers, including dependency attorneys, caregivers, and court-appointed special advocates. The members of the focus groups looked at student-level data and discussed what was working, where improvements could be made, and how to reflect foster youth as a priority in the LCAP. Foster youth students at three high schools also met with FYS's focus group teams. The feedback from these meetings was shared with district administration.

IMPROVING SERVICES

The impact of this feedback was immediate and clearly documented in Elk Grove's LCAP. Because students expressed a desire for more time with case managers, they now meet with their clients twice per week instead of once per week. Because school site leaders asked for more and

DEDICATED FUNDING AND STAFF

better intervention services to help prevent expulsions, the district now offers relevant teacher training at several school sites.

In addition to relying and improving upon existing district services, Elk Grove has utilized the supplemental and concentration funds provided by LCFF to fund two equity-focused initiatives: The Office of Educational Equity and the Family and Community Engagement Office.

The Office of Educational Equity (OEE) coordinates and manages equity-based work in the Elk Grove Unified district. The OEE focuses on promoting equity by increasing the academic proficiency of students and closing persistent opportunity, access, and achievement gaps. The staff for the Office of Educational Equity was hired and trained by the LCAP Coordinator and has been charged with developing a five year strategic plan to close achievement gaps across subgroups.

Elk Grove's new Family and Community Engagement Office strives to support growing populations of diverse students and help schools develop new and innovative ways to integrate family engagement programs into their education systems. The Family and Community Engagement Office runs a home visiting project to increase the district's reach into underserved communities and works with school sites to develop engagement strategies to address site-specific needs.

These efforts by the district specifically prioritize support for the needs of underserved students. They signal to the Elk Grove community that the district is taking steps to advance equity under LCFF.

1. REPRESENTATION:
REACH THE UNREACHED

CASE STUDY:
SANGER UNIFIED SCHOOL DISTRICT

PRIORITIZING POPULATIONS

BETTER DATA

EQUITABLE VOICE

Sanger Unified is making efforts to improve outcomes for underserved students by improving the quality of data it has regarding the needs of these students. Sanger works with outside organizations and experts, such as Educational Resource Consultants (ERC) in Fresno, to develop, translate, distribute, and analyze the survey that Sanger sends to its stakeholders. By collaborating with a third party on data analysis, Sanger is working to eliminate the influence of internal district bias on the interpretation of data. Sanger relies on ERC's years of experience in data collection in other districts, and draws confidence from ERC's expertise that the data analysis accurately reflects stakeholder priorities.

To better reach underserved groups in the district, Sanger made its survey available in the three dominant languages of the district — English, Spanish, and Hmong. Sanger also made the survey available in paper as well as online, and included it in parent/teacher conferences. Connecting the surveys to the conferences enabled parents to fill out the surveys using school computers and with assistance from on-site volunteers.

These efforts enabled Sanger to hear from low-income families, and get more information from parents of English Learners and foster parents than had been available in the past.

This approach to equity also shaped Sanger's LCAP Guidance Committee. Sanger asked its principals to specifically nominate the parents of English learners, socio-economically disadvantaged students, and/or foster/homeless youth for this committee, and to make personal calls to those parents to explain the importance of LCAP, the commitment that committee membership would entail, and to encourage their participation. Today, 13 of the 16 parent positions on Sanger's LCAP Guidance Committee are members who were

specifically recruited in this way.

DATA-DRIVEN PRIORITIES

Sanger's LCAP Guidance Committee used the results of the district's family survey to help establish priorities in the LCAP. The survey identified academic interventions and support, college and career readiness, facilities, and technology as top priorities. As a result, these prorities received either sustained or increased funding in the LCAP.

2. TRANSPARENCY:
SHOW YOUR WORK

Make decision-making processes transparent: all communities should be able to easily see when and how to participate, and how their participation is valued and has real impact.

The ability of stakeholders to contribute meaningfully to policy decisions depends on their ability to access and understand relevant information. In developing high-quality systems of communication with their communities districts will need to consider not only what languages are spoken, but also the most culturally appropriate means of communication.

ACCESSIBLE INFORMATION

In addition to thinking about how data is shared, districts should consider what data is shared. While increased transparency invites scrutiny it also increases a community's trust in district's work and empowers them to understand and address the challenges a district faces.

To sustain an ongoing and meaningful dialogue with underserved communities, school districts will also need to show how feedback received from these groups has been incorporated into the final LCAP. Parents and community partners are unlikely to continue participating in systems that cannot or will not show how their participation has had an impact. For these reasons, districts will be better served by following up with stakeholders throughout the LCAP development process, and indicating the specific parts of the plan that have changed in direct response to input from stakeholders.

How to Put This Into Practice:

✓ Post a regularly updated timeline of engagement efforts online and in print at local community centers. The timeline should highlight clear points for community engagement.

✓ Commit to meaningful dialogue on the most difficult issues facing your community.

✓ Clearly reflect community input in decisions, including how feedback was taken into account in the making of final decisions.

✓ Identify and focus on common themes that appear across feedback submitted by differently situated groups.

2. TRANSPARENCY:
SHOW YOUR WORK

CASE STUDY:
OCEANSIDE UNIFIED SCHOOL DISTRICT

FULL BUDGET ACCESS

By statute, LCFF only requires districts to report on how they are using the state-issued LCFF dollars in their LCAP, not funds from local or federal agencies. The administrators at Oceanside Unified, however, recognized that they would be able to have more complete, more meaningful dialogue with local stakeholders by reporting on the district's entire annual budget. Oceanside has done this since their initial LCAP process. However, the district's efforts at using budgetary transparency to enrich community dialogue have evolved in response to feedback from stakeholders.

REVENUE, GOALS, AND EXPENDITURES

Over time, Oceanside's LCAP Committee found that organizing budgetary reporting around the variety of revenue sources that funded the many services in the LCAP served to confuse rather than clarify the community's understanding of how funds were being spent. Now, the LCAP organizes budgetary reporting around specific goals and the three actions that will be taken to achieve each goal. In most cases the first action is funded through the Base Program, the second through Supplemental Services, and the third through Targeted Supplemental Services (see page 13). Each category corresponds directly to LCFF's three designated funding streams.

DATA, NOT TALKING POINTS

In keeping with its goals to increase procedural transparency and enrich engagement with stakeholders, Oceanside has changed how it presents data to the LCAP Committee and to other community stakeholders. In the past, district staff provided community stakeholders with top-level summaries of data, and not the underlying data itself. This left many feeling like they were being lead to certain conclusions and not being given the opportunity to form their own opinions. The LCAP Committee now receives raw data from the district's family survey and conducts an independent analysis. So far, the district's analysis and that of the LCAP Committee have resulted in similar conclusions but, thanks to the improved access to data, the LCAP Committee has developed a deeper sense of ownership over the LCAP development process.

EMPOWER SCHOOLS AND ADAPT

Oceanside has also experimented with various methods of communicating budget data to stakeholders that are not as interested in sifting through raw data. While the district has discovered that stakeholder groups have varied preferences as to communication style, all prefer a complete summary of the district budget to one that highlights only those aspects that the district deems most pertinent.

Oceanside has gained a great deal from sharing data with stakeholders that other districts have often withheld, and is still determining the most effective methods for communicating this information.

Oceanside is equipping school site leaders with site-specific data and empowering them to find what works best for their specific communities. Because it remains a challenge to effectively show stakeholders how engagement efforts like the survey are connected to the development of the LCAP, the district is looking for ways to better support these efforts both at the district level and in schools. These technical support initiatives have included efforts to better utilize infographics, one-page budget summaries, and to improve the functionality of district and school websites.

2. TRANSPARENCY:
SHOW YOUR WORK

CASE STUDY:
SANGER UNIFIED SCHOOL DISTRICT

ROLE IN BUDGET

While asking stakeholders to set priorities and goals for their district is a good first step, including them in the actual budgeting process shows how their feedback is impacting the plan. Notwithstanding the simplifications offered by LCFF, most district budgets are not designed for transparency or user-friendliness, and it remains a challenge to include stakeholders in the many details of budget discussions.

INCLUSIVE BUDGET FEEDBACK

Sanger uses a "poker chip" exercise with various stakeholder groups to demonstrate and determine how limited resources are allocated across LCAP priorities. The exercise begins with an explanation of the different services that have been funded by the previous LCAP and the price tag that each carries. For example, for the 2016-2017 academic year, there were eleven categories of funding such as "Resources and Books," "Academic Intervention and Support" and "Professional Development." Participants are each given an equal number of poker chips that represent the district's supplemental and concentration grant funding. Everyone is then invited to "spend" their poker chips on the services or programs they deem the greatest priority. This exercise has enabled a broad variety of groups — including students, unions, district, and various community organizations — to better understand how limited resources are apportioned. Use of the exercise has also provided targeted feedback for the administration on discrete budgetary decisions.

The results from each iteration of this exercise are recorded and shared with LCAP Guidance Committee, the district superintendent's cabinet, and the local school board. Crucially, this input is provided at the beginning of the budget process so that feedback can help to shape the final budget.

3. SUSTAINABILITY:
STICK WITH IT

Engagement efforts must begin at the earliest planning stages, continue throughout implementation in structured, regular ways, and occur at county, district, and school levels.

FLEXIBLE PLANNING PROCESS

The LCAP process is an example of how creating a flexible planning process can support and sustain continuous improvement. The annual updates to LCAPs enable districts to measure the efficacy of their current initiatives and change their plans as needed to better address student needs.

Districts will need to similarly prioritize sustainability and continuous improvement when building the systems they will use to engage with stakeholders. Because new challenges and needs are certain to arise on a yearly basis, it is inefficient and ineffective to constantly design systems of communication that are uniquely suited to the challenges of the moment. The solution lies in building a community-minded engagement framework that can adapt to current trends, changes in need, and new information while always using the LCAP process to advance equity and excellence.

STAFF FOR SUSTAINABILITY

For many districts, this means creating dedicated staff positions to support dialogue with community groups and/or offices and resources specifically focused on supporting engagement efforts. Designating personnel with LCAP-specific community engagement responsibilities and authority gives stakeholders a specific contact for their concerns and a dedicated advocate within the district's administration. Dedicating staff positions and/or resources in this way provides the district with a way to develop a more comprehensive and long-term understanding of equity and excellence within the LCAP process.

How to Put This Into Practice:

✓ Establish dedicated funding streams and staff positions to support these efforts.

✓ Continue to regularly convene stakeholder groups, and be transparent about when — and on what topics — conversations will continue.

✓ Coordinate efforts and ensure robust information sharing across all levels.

✓ Create expectations for continued, meaningful engagement.

✓ Ask for feedback to improve on engagement efforts over time.

3. SUSTAINABILITY:
STICK WITH IT

**CASE STUDY:
LEWISTON ELEMENTARY
SCHOOL DISTRICT**

ADDRESS LOCAL NEEDS

In their initial LCAP process, Lewiston used a generic survey created by administrative staff and distributed it to a small percentage of stakeholders. Parents complained that the questions were too superficial, did not reflect a meaningful interest in stakeholder opinions, and frequently used language that discouraged participation. With this feedback in mind, the principal worked with all staff members and a parent advisory group to create a more substantial survey.

The revised survey features questions that are more specific to the Lewiston community and more relevant to the concerns of community members. Confusing questions were rewritten so that they could be understood by a broad parent, family, and community audience. For example, "My student feels respected, valued, and appreciated by LES staff and other students" was changed to "Students feel cared for and valued."

INCENTIVIZE PARTICIPATION

The district recognized the importance of obtaining survey results from a broader range of stakeholders, set a goal of 100% participation for staff and students, and enlisted the help of the Parent Advisory Committee (PAC) to increase the number and diversity of parent respondents. In response, the PAC hosted a dinner at the school where parents filled out the survey onsite. The students of families who did not attend were given hard copies of the surveys and offered a reward to incent their completion of the survey. Ultimately, the district succeeded in tripling the survey response rate from the previous year.

MEASURE PROGRESS

The survey results became the basis for the LCAP. The priorities established by the survey results shaped the goals set by the school board, staff and Parent Advisory Committee. The LCAP also uses the survey to measure progress to those goals. For example, the survey showed that 96% of parents participated in at least one event in the 2015/16 school year. The 2016/17 LCAP set the new goal of having at least 85% of parents participating in two or more events per year.

INCREASE STUDENT INVOLVEMENT

The administration at Lewiston has used its survey as a way to regularly share relevant information with faculty and parents, including how input received from parent and faculty groups has impacted the development and revision of the LCAP. The district has found that participation from stakeholder groups is more likely to remain high when stakeholders understand how their efforts are making a meaningful impact.

In the future, Lewiston will look for ways to increase student involvement in the LCAP process and to structure follow-up discussions similar to those being conducted with parents and faculty groups. The district understands this as a crucial next step for building a more inclusive process.

3. SUSTAINABILITY:
STICK WITH IT

BUILD STRUCTURES

PARTNER OUTREACH

CRISIS RESOURCES

CASE STUDY:
OAKLAND UNIFIED SCHOOL DISTRICT

Oakland Unified's plans have demonstrated an impressive level of engagement with community partners and students and families, and the district has been careful to ensure it is responding to community feedback equitably, and not only in response to the loudest and most persistent stakeholders.

Oakland Unified School District (OUSD) created two new positions — the LCAP Engagement Program Manager and LCAP Program Manager — with support and input from community organizations including Californians for Justice, Bay Area Parent Leadership Action Network, Youth Together, East Bay Asian Youth Center, Go! Public Schools, Oakland Kids First, and the Black Organizing Project. The LCAP Program Manager works closely with school staff and teachers on LCAP policy decisions and plan implementation. The LCAP Engagement Manager focuses on LCAP engagement outside the schools in several ways, including by supporting outreach to the wider community, helping facilitate access to state-level resources, and supporting the election of representatives from schools in each of the seven electoral districts. The Engagement Manager also works with advisory bodies that represent various student and family groups, e.g. site-based English Language Learner Sub-Committees and the Foster Youth Advisory Committee.

OUSD created these full-time positions to ensure the LCAP development process informed the fundamental strategy and direction of the district. By focusing one of the two positions specifically on LCAP engagement, the district distinguished the new position from pre-existing staff positions and enabled the manager to concentrate on increasing the community's knowledge about LCFF and LCAP and expanding the number of people capable of meaningfully participating in the process.

In January 2018, as OUSD faced a severe budget crisis, the practical importance of these roles came into sharp relief. Months of community engagement meetings and activities to determine LCAP budget priorities culminated at the December 2017 LCAP Parent Student Advisory Committee

meeting, where it was first openly acknowledged that the district was facing a financial emergency that included an immediate budget shortfall. The district scrambled to revise their budget and drastically rewrite their LCAP, greatly diminishing its original scope. It did not appear there would be time to meaningfully consider stakeholder input for the rewrite.

The district's Engagement Manager, however, having already been in her job for three years, was able to rely on her experience and relationships to help community members stay involved in the LCAP redrafting process and to ensure that stakeholder input guided the final district plan and budget. This meant that even at a time when district staff were hard-pressed to quickly revisit the basic requirements of the budget and the LCAP writing process, the district's work was more transparent and comprehensive than would have otherwise been expected. The presence and experience of the Engagement Manager and her meaningful collaboration with community partners and stakeholders has ensured a continuity of progress in OUSD, instead of constant reinvention.

BUILD INTERNAL CAPACITY

The LCAP Engagement Program Manager receives crucial and intensive support from outside organizations like Californians for Justice and Public Advocates and relies on a long list of community partners to fulfill the capacity-building needs of a large and very diverse district.

To create a more sustainable dialogue with community members, OUSD will need to augment its ability to collect and analyze data internally, ensure the unique needs of the highest-need subgroups are prioritized in district planning, and improve communication with the most underserved and marginalized stakeholder groups.

4. COLLABORATION:
MAXIMIZE YOUR RESOURCES

Work with outside partners to strengthen engagement efforts. This can add resources, staff, intellectual capital, and new perspectives.

Districts benefit in numerous ways from collaborating with community-based advocacy groups that are working to increase the power of underserved and politically marginalized groups. This is particularly the case for districts that are carrying a greater range of formal responsibilities under LCFF without the benefit of more money to fulfill these obligations. Community-based organizations can offer deep and credible insights into the unique needs of underserved groups and in many cases can provide recommendations on ways to address and overcome challenges in these communities. Close partnerships among the district and trusted community partners also increases the trust that communities have in the work of the district.

How to Put This Into Practice:

✓ Work with trusted community partners to strategically convene events and conduct wide-reaching and targeted outreach.

✓ Build coalitions with other groups to generate political momentum for fundamental policy priorities and innovative ideas.

✓ Partner with trusted and equity-focused community groups to address challenging issues.

✓ Work with external partners to help to transcribe and record, evaluate, and improve your engagement efforts.

4. COLLABORATION:
MAXIMIZE YOUR RESOURCES

CASE STUDY:
SACRAMENTO CITY UNIFIED
SCHOOL DISTRICT

INCLUDE COMMUNITY GROUPS

Sacramento City Unified has an LCAP Parent Advisory Committee that is greatly enriched by its politically involved community members and various advocacy groups that play an active role in its deliberations. These community representatives have substantially enhanced existing district engagement efforts by providing access to their complex and varied network of relationships and by sharing their deep understanding of the perspectives and experiences of stakeholders in the community.

FAITH-BASED COMMUNITY

Area Congregations Together (ACT) is a multi-faith non-profit that advocates for positive change in the Sacramento area. Its Education Local Organizing Committee (ELOC) was founded a few years ago after it became clear that education was a top priority for many of its members. The Education LOC conducts annual listening tours which give congregants an opportunity to set priorities for the ELOC platform. An ELOC representative serves on the LCAP Parent Advisory Committee and emphasizes transparency in decision-making, expanding and strengthening the district's restorative justice efforts, and increasing student support services.

RACIAL AND ETHNIC COMMUNITY LEADERS

The Black Parallel School Board (BPSB) recognized that the LCAP stakeholder engagement requirement provided an important opportunity for African-American students and families to advocate for their educational needs and worked diligently to ensure that the district's engagement efforts would be inclusive and meaningful. As an active member of the LCAP Parent Advisory Committee, the BPSB has emphasized three priority areas: class size reduction, culturally-competent professional development for teachers, and equitable access to after-school programs.

Hmong Innovating Politics (HIP) works to strengthen political power for Southeast Asian and other disenfranchised

DEEPEN ENGAGEMENT

communities in Sacramento. As a part of the LCAP Parent Advisory Committee, they have advocated for more rigorous English learner (EL) reclassification goals and for removing barriers that prevent EL parents from engaging in the LCAP process. Their efforts have reduced the amount of education jargon in LCAP engagement materials and have made decision-making processes more accessible to non-native English speakers.

Members of these three community groups have reported that while the district has made significant progress in meeting the engagement requirements of LCAP, there remains much more work to be done to create a meaningful and sustainable engagement process. These groups have urged the district to start the engagement process earlier in the year so that the window of opportunity to provide feedback on the LCAP is larger. They have also recommended that the district include parents as meaningful participants in budgeting conversations so that parents can better understand how funding decisions are aligning with the district's stated goals.

Additionally, the district might consider ways of more clearly documenting how feedback provided by the LCAP Parent Advisory Committee has impacted the final plan. Currently the plan lists the priorities of each group under the "stakeholder engagement" section, but the connection between stakeholder priorities and the ultimate goals of the LCAP are not made explicit. In addition to articulating this more clearly in the LCAP, the district should specifically talk with stakeholders after the process to show how and where their input was taken into account.

4. COLLABORATION:
MAXIMIZE YOUR RESOURCES

CASE STUDY:
SAN FRANCISCO UNIFIED
SCHOOL DISTRICT

**MEET PEOPLE
WHERE THEY LIVE**

District advisory and community groups in San Francisco Unified (SFUSD) saw the LCAP engagement requirement as an opportunity to highlight and formally acknowledge the perspectives and priorities of students and families whose voices were often ignored. After participating in the first LCAP stakeholder engagement process, a collective of local groups — including Mission Graduates, Chinese for Affirmative Action, Coleman Advocates for Children, Parents for Public Schools, Parent Advisory Council to the Board of Education, Second District PTA, and Support for Families and Children with Disabilities — proposed that the district create a collaborative team to monitor development of the district LCAP. In response, SFUSD created its LCAP Task Force, with members from district advisory committees, community organizations, labor partners, and SFUSD administrators, to jointly develop and lead stakeholder engagement efforts,

The Task Force actively reached out to families of English Learners, foster youth, low-income students, African American students, and students who receive Special Education services, as well as students and families experiencing homelessness. These communities are intended to be prioritized by LCFF and accordingly SFUSD adopted a tiered approach to resource allocations. Some conversations were conducted in Spanish or Cantonese, with interpretation provided in others, including support in Arabic and Vietnamese.

In addition to meeting with school communities, Task Force members strategically partnered with organizations who worked with famlies that reflected the diversity of SFUSD by ethnicity, language, neighborhoods, types of schools, and socioeconomic backgrounds. These families included those already involved in various systems of care and support, as well as those who had not typically participated in school governance structures, school meetings, or town hall gatherings.

STRENGTHEN INTERNAL BUY-IN

In a similar spirit, SFUSD reached out to student government leaders about how to increase student input in LCAP development. One member of the district's Student Advisory Council became a passionate advocate for amplifying the voice of students. After graduating from high school, he continued his LCAP work with the support of the District. He worked with students and administrators to create survey questions that spoke to the concerns of students and could inform the decision-making process of administrators. He also organizes "LCAP fairs" at schools with historically low survey response rates. At the fairs, he works with student leaders to educate the student body about the LCAP process, distribute surveys, and consider how they might increase participation at a particular site. Once the survey data is available, he facilitates student-led focus groups in which he invites students to provide qualitative analysis of the data. In all of these efforts, he strives to increase representation of student groups who are often overlooked at the district level.

SFUSD, like many large districts, faces distinct challenges because of its size. In some cases, community groups have been quicker than district departments to embrace the opportunities to advance equity under LCFF. Within SFUSD, the Community Schools & Family Partnerships Office was particularly quick to recognize the opportunities to advance equity under LCAP and has worked to encourage other district staff and departments to play a larger role in the process. Members of the LCAP Task Force have been glad to witness an increase in LCFF/LCAP inspired conversations among district leaders involved in planning and management and they hope to expand the number of administrators at SFUSD who understand their daily responsibilities as directly informed by the priorities and goals stated in the district's LCAP.

5. ALIGNMENT:
DOUBLE DOWN

Aggregate and analyze community feedback from separate and parallel efforts to identify areas of agreement, amplify the voices of the underserved, and build support for reform.

The intent of LCFF was not to interrupt pre-existing strategic reform initiatives in districts, but instead to position LCAPs as an organizing framework for district priorities. An essential part of this work is the meaningful connection of district-level work with school-level efforts and concerns. For example, involving school-site leaders in the LCAP planning process and using their feedback to inform LCAP goals and priorities can help to align school-site initiatives with the goals of the district.

How to Put This Into Practice:

✓ Make equity for underserved students and communities the central focus of efforts to align funding and policy.

✓ Share stakeholder input with community partners and across district and school board leadership. Respond across agencies to stakeholder concerns.

✓ Identify the strengths of community partners and public agencies, and coordinate efforts to better address the needs of underserved groups.

CASE STUDY:
ELK GROVE UNIFIED SCHOOL DISTRICT

ALIGN BUDGETS WITH LCAP

From the start of LCFF, Elk Grove administrators understood that LCAP priorities would need to be well-aligned with school site plans in order for the LCAP to be meaningful to parents, teachers, and principals. In order to communicate the importance of the LCAP to school site leaders, the district created "School Site LCAPs" for each school to complete and return. The templates for the "School Site LCAPs" mirrored the design of the district LCAP, included the goals that had been set by an inclusive stakeholder engagement effort and provided a clear opportunity to align school budgets with the four strategic goals articulated by stakeholders.

HARNESS TECHNOLOGY

The process has evolved significantly since its first iteration. The writing of the School Site LCAPs now takes place entirely online, using a platform that allows multiple groups to participate in the development of the plan. Because the district LCAP follows the same development timeline as the School Site LCAP, the district is able to showcase best practices for plan development.

The district created the School Site LCAP to be central to the district's overall planning efforts and to communicate to site leaders that the district LCAP would be a comprehensive plan for setting and achieving goals. The development of this aligned planning system has enabled the district to focus on providing support to school site leaders in the form of administering surveys, sharing data, and analyzing needs.

5. ALIGNMENT:
DOUBLE DOWN

CASE STUDY:
HUMBOLDT COUNTY OFFICE OF
EDUCATION

SEEK OUT
PERSPECTIVES

The Humboldt County Office of Education (COE) Court/
Community Schools serves a highly transient population
of approximately 150 students in 5 locations across a large
geographic area. The students are referred to the schools
to receive additional support as a short-term academic or
social intervention. The COE has numerous governmental
and community partners and includes them in their LCAP
stakeholder engagement efforts. These include: the County
Department of Health and Human Services, Child Welfare
Services, Juvenile Probation Department, Eureka Police
Department, County Superior Court, the District Attorney's
Office, College of the Redwoods (a local community college),
leaders of tribal nations, and the Humboldt County Transition
Aged Youth Collaboration.

This close collaboration on the LCAP process reflects the
long-term and shared nature of the work, and emphasizes that
under-served student groups — especially homeless and low-
income students — are their shared priority.

CROSS-SECTOR
PARTNERS

Humboldt COE's recent partnership with several governmental
departments on long-standing challenges around truancy
is another example of cross-governmental collaboration for
equity. COE's specific focus was on improving the efficacy
of the School Attendance Review Boards (SARB). In the past,
regional SARBs had been ineffective in consistently increasing
student attendance. A newly hired COE program manager
worked with Humboldt County Superior Court, the District
Attorney's Office, the County Department of Health and
Human Services, Juvenile Probation Department, and schools
to streamline the referral system, clearly document compliance
with CA Education Codes, and increase support for families
during SARB meetings. They also oversaw the development
of a School Attendance Court to be operated by the Humboldt
County Superior Court. The additional supports resulted in a
system more responsive to unique family needs. After nearly
a year under the new system, there have been dramatic
improvements in attendance rates.

LONG-TERM GOALS

Humboldt also has a partnership with the College of the Redwoods to help low-income and academically challenged high school students successfully transition into college life. Every year, the Director of Special Programs at the College of the Redwoods visits Humboldt Court/Community School classrooms and talks to students about the value of a college degree and what resources are available for students with their background. Regardless of whether the students ultimately choose to enroll at College of the Redwoods, the Director of Special Programs is available to assist with all aspects of the transition to post-secondary education.

These efforts are in keeping with the first stated goal in Humboldt's LCAP: "All HCOE CCS students will be engaged in 21st century learning in order to prepare for college and careers." By including these community partners in the LCAP process, Humboldt is ensuring that the priorities and goals of their student support programs will continue to be aligned with this goal. The partners are also able to learn more about other initiatives and discover new ways to deepen the work they have already begun.

REPAIR TRUST

LCFF presents a unique challenge for Humboldt with regard to the district's engagement with local tribes, a group of historically marginalized communities that are overrepresented in the court/community school system. The district's relationship with the tribal community has been historically adversarial, and there is difficult work to be done in restoring trust. While tribal leaders have been invited to community engagement meetings, in many cases they are unconvinced that their participation will impact the LCAP. Affirmatively including tribal stakeholders in the drafting process of the LCAP plan, and in its implementation, would enable them to better understand where and how their input has had an impact. This kind of transparency and direct engagement will bolster future efforts to sustain a meaningful and inclusive dialogue about students and schools.

CONCLUSION

As the first 4 years of LCFF implementation have illustrated, moving toward equity requires the courageous, vigilant disruption of longstanding norms in education policy and practice, including what groups are involved in key decisions and how their input should be sought.

An informed and adaptive, mutually accountable stakeholder community does not build itself overnight. It requires significant attention and investment. We must affirmatively and collaboratively grow the ability of California districts to advance evidence-based, equity-focused, pragmatic change, and include their communities in the process.

ADDITIONAL RESOURCES

REFERENCES:

Continuous Improvement in Practice *(Policy Analysis for California Education, November 2017)*

Learning the Ropes: Equity Opportunities in California School Funding and School Accountability *(The Education Trust West, May 2017)*

Family Engagement Practices in California Schools *(London, Public Policy Institute of California, June 2016)*

Implementing LCFF: Communicating About District Plans *(California Collaborative on District Reform, Knudson, AIR, July 2016)*

Ready or Not: How California Districts are Reimagining Parent Engagement in the Era of Local Control Funding Formula *(Families in Schools, February 2016)*

REPORTS:

Best Practices for Engaging Stakeholders in the Budget *(CASBO, The Education Trust West, and Children Now)*

Building Relationships with Tribes: A Native Process for Local Consultation Under ESSA *(National Indian Education Association, 2017)*

The Essentials of California's Education System Upgrades *(California Alliance for Continuous Improvement, April 2018)*

Meaningful Local Engagement Under ESSA: A Handbook for LEA and School Leaders *(July 2017)*

Moving Toward Equity: Stakeholder Engagement Guide *(Center on Great Teachers & Leaders at the American Institute for Research, January 2015)*

Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships *(SEDL and the U.S. Department of Education, August 2014)*

Process and Protest: Have State Engagement Efforts Under ESSA Been Meaningful? *(Partners for Each and Every Child, Summer 2017)*

USEFUL WEBSITES, DATABASES, TOOLKITS:

LCFF Content Library *(CCEE)*

California School Dashboard *(California Department of Education)*

LCFF Priorities/Whole Child Resource Map *(California Department of Education)*

CCSESA LCAP Approval Manual *(California County Superintendents Educational Services Association)*

Foster Youth Education Toolkit *(Alliance for Children's Rights)*

LAO LCFF Overview *(Legislative Analyst's Office, December 2013)*

LCAP Checklist *(The Education Trust West, May 2014)*

LCAP Watch *(a project of The Education Trust West)*

Ignite LCFF Budget Toolkit *(CASBO)*

Introduction to LCFF Toolkit for Governance Teams *(California School Boards Association)*

Small Schools and District Leaders: Build Your Capacity to Make Data-Informed Decisions *(CCEE)*

Stakeholder Engagement Toolkits *(Community Tool Box, 2016)*

THANK YOU

Partners *for* Each and Every Child would like to thank our colleagues and partners for their thoughtful and timely guidance in the production of **Process and Protest: California.**

Special thanks to Candice Benge for her work in telling the stories of local engagement. And deep appreciation to the Local Education Agency staff and community-based advocates whose commitment to engagement and perspectives have informed the development of this report:

LOCAL EDUCATION AGENCIES:

Elk Grove Unified School District

Humboldt County Office of Education

Lewiston Elementary School District

Oakland Unified School District

Oceanside Unified School District

Redwood City School District

Sacramento City Unified School District

San Francisco Unified School District

Sanger Unified School District

COMMUNITY PARTNERS:

Advancement Project California

American Institutes for Research

Area Congregations Together

The Black Parallel School Board

California Collaborative for Educational Excellence

Californians for Justice

College of the Redwoods

The Education Trust West

Families in Schools

Hmong Innovating Politics

National Equity Project

Policy Analysis for California Education

Public Advocates

Public Policy Institute of California

Trinidad Rancheria

WestEd