The following are a variety of protocols and methods for engaging stakeholders in a district's LCAP process. What works best for each district, or for each stakeholder group will depend on local context. However the are some general guidelines to consider.

Guidelines:

Consider the interests of the audience. What is it they want to know about the district and the district's plan for the future? Then design the event to connect to those themes. For example:

❖ *Community and Business* – may feel connected to CTE, to opportunities for tutoring or internships, or to partnering with the district for community causes.

❖ *Parents* – parents want to know what they can do to help their children and how is the school supporting and caring for their children. Actions and services that relate to social/emotional safety and high expectations for each child would be of interest. How will the school communicate with them? How can students get help when they need it?

❖ *Students* – they want to know that adults at the school care about, and believe in them. What in the LCAP will improve the learning environment and make their education more relevant and personal? What opportunities are available for them?

❖ *Staff* – what is in the LCAP that may impact their current work situation? Are their ideas considered in the plan? Is their work and expertise acknowledged (for all groups of staff)?

Protocols and Processes:

1. **Group input meetings –** Similar to a Town Hall meeting, suitable for mixed groups of stakeholders, but could be used with just staff, or just parents.

    a. **Sample Process**

    i. Welcome and introduction

    ii. Reason for the meeting – include both the importance of hearing from everyone and the fact that this is a long term process so not all ideas will be used during this cycle of planning.

    iii. What is LCFF/LCAP? Give general background so everyone has a basic understanding.

    iv. Share the goals or priorities of the district. Use them to tell the district story and build a common focus

    v. Decide what areas input will be gathered around – the goals? The 8 state priorities? Areas of need determined by data?

    vi. Break participants into groups (if the audience has a variety of stakeholders consider grouping them by type – parent, teacher, etc …– for the first round.

    vii. Each group meets and learns about one of the areas from a facilitator. This could include relevant data (an appropriate amount), research, current practices, etc…

    viii. The facilitator asks 2-3 guiding questions and collects responses (this can be in writing or something like a goggle doc)

    ix. The group then moves on to a different area (as a group, or by choosing an area). This can be repeated as many times as is practical. Participants can have sticky notes to add comments they think of outside of the group discussion time.

    b. **Planning Considerations**

    i. How many people would you like to attend and how will they be personally invited? For example – Each principal invites 3 parents, 3 students and 5 staff members for a feeder cluster of 4 schools.

    ii. How will the seating be arranged? Will people have room to move into groups?

    iii. How will input be gathered?

    iv. Be sure the information being shared is easy to understand and focused on specific areas of discussion. Limit acronyms.

     v.   What kind of evidence will you gather from the meeting?

c. **Sample Agenda**

    Welcome and Introductions

    Purpose

    LCFF/LCAP General Overview

    District goals or priorities

    Data – can be shared generally or in breakout groups

    Break out group rotation

    Thank participants and share next steps

d. **Sample display board, poster or handout**

GOAL – (insert district goal here)	
Data Display Related to Goal: *Ex.: Overall SBAC Scores* *CELDT Scores*	**Current or proposed Actions/Services to meet goal** *Classroom observations to provide feedback to teachers on the level of rigor and strategies observed* *Training in strategies to ensure that English Learners are engaged in listening and speaking activities in all classes.*
How Are We Doing? *Classroom observations indicate teachers are beginning to provide more opportunities for students to engage in listening and speaking.* *Content area teachers seem to be*	**Guiding Questions:** *Looking at the data and the proposed actions and services, what other ideas do you have that would help students reach the goal of being successful in college or career?*

more reluctant to use the strategies	Based on your own experiences what challenges might prevent a student from reaching this goal?

2. Focus Groups – can be used with students, parents, staff and others

a. **Pre-planning –** the facilitator should have a good rapport and trust with the group, and preferably have some experience leading a focus group. Participants are invited to attend, and do not have to participate if they feel uncomfortable. Plan a place where the group can sit in a circle.

b. **Process**

   i. Focus groups are usually a small group (8-12) of stakeholders focused on a specific topic or issue.

   ii. The focus group is formed from a representative sample of the stakeholder group.

   iii. The facilitator guides the group through series of questions, the first few pre-planned, and others to follow up on statements from the group. It is important that all voices in the group are heard, and the group is respectful.

   iv. The group may need to begin with norms and some background information about the process and the topic.

       □ Important norms – everything said in the focus group is confidential; respond to the issue not the person; silence electronics; everyone gets a opportunity to share; respect others

   v. To gather the responses it is suggested that a scribe sit outside the group and take notes. Notes are not publically displayed and no names are included in the notes.

c. **Sample focus group questions about Parent Engagement**

   i. Do you participate in school events? If so, what type of events do you attend? (An easy question to start, that everyone can answer.)

   ii. What types of events would you like to have for parents?

iii. What barriers are there that keep parents from participating school events?

iv. How does the school communicate with parents? How can parents communicate with the school?

v. Are there other opportunities (besides this focus group) for parents to give input into what goes on at school?

vi. Do you feel your opinion and participation are valued by the school/district?

vii. What are the factors that influence the level of involvement that parents choose? Are there steps the school/district could take to deepen the level of involvement of parents?

3. **Class Connections – Used with students.** (Sample assignments)
   a. Civics
      i. Students create a plan for a poll about a goal or action in the LCAP
      ii. Conduct the poll
      iii. Create a presentation to share the results.
   b. Journalism
      i. A series of stories about the LCAP process
      ii. "Person in the hall" questions/responses
      iii. An investigative story about the Local Control Funding Formula
      iv. Conduct a survey on what people think needs to change in the school.
   c. ELA/ELD – Interviews (Speaking and Listening)
      i. Students could create interview questions and then interview each other, or family members, regarding input to a specific part of the LCAP.
      ii. Write a summary of the result of the interview(s)
   d. Math
      i. Analyze the LCAP budget and create charts or graphs with that information.
      ii. Do projections about budget changes in upcoming years.
      iii. What changes would the students like to see in the district? What would the costs be?

4. **Class Connections – for use with students and parents**
   ❖ Works best at Open House or Curriculum Night types of events
   ❖ Take a few minutes during the event to have the parent interview their child around simple questions such as – What is your favorite thing about the school? What would you like to change about the school?
   ❖ Provide an answer form where the parent can write the child's answer, and add a response of their own.

In all these examples the product could be shared with the LCAP development team and reviewed for stakeholder input.

5. Electronic Information Gathering
❖ On-line Survey – could be posted on the district website, on the schools' websites, or sent to parents via emails or fliers.
- o Consider keeping the questions focused on specific areas of the LCAP where the district is actually looking for new or improved ideas
- o Limit the number of questions to focus on quality over quantity.
❖ Use a third party survey/display company

6. The LCAP Piggyback - Connect information and input related to the LCAP to other events that where stakeholders meet.
❖ Especially important to regularly agendize the LCAP/LCFF Rubrics at SSC, ELAC, DELAC, etc… to provide updates and share new information to build capacity.
❖ Student performances – leave half page questionnaires on auditorium seats with a few focused questions that parents can respond to while waiting for the show to begin.
❖ Executive summaries – can be shared at service club meetings, left on district and school reception areas, etc…. Include a website link for more information or to take a survey.
❖ Pep Clubs, Booster Clubs, Family Science night, etc… - Any of these could include a reference to what the LCAP is and how it supports that activity. Then direct the participants to a website survey.