Through Family In School’s and Californians for Justice’s combined 36 years of community engagement experience, we have developed a framework to create impactful goals and actions for student success, parent engagement and lasting community partnerships.

**Equitable Stakeholder Engagement**

Districts actively outreach to high need and traditionally underrepresented parents, guardians, and students. Engagement activities and events are conducted through a variety of methods (i.e. surveys, town halls, focus groups, etc.) with translation and childcare services provided.

**Leadership Development**

Training, resources, and support are provided for community engagement specialist(s), LCAP specialist(s), parents, guardians, and student leaders to conduct and participate meaningfully in engagement events and shared decision-making spaces.

**Shared Decision-Making**

Districts create a parent, guardian, and student group that provides meaningful direction to shape the district’s funding priorities and LCAP.

**Accountability and Transparency**

Parents, guardians, and students are clear on the decision makers, timeline, and engagement opportunities to shape the LCAP. District provides clear and concise outcomes of collected community input.

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[Family In School's logo]

[Californians for Justice logo]
LEVEL 1: Developing

Equitable Stakeholder Engagement
LCAP and distributed community materials are translated in languages reflective of the diversity of the district.

Leadership Development
Designated half time to full time community engagement specialist.

Shared Decision-Making
LCAP is shaped by community input from stakeholder groups such as (but not limited to) DELAC, parent groups, and community based organizations.

Accountability and Transparency
Clear explanations of where money came from (Supplemental or Concentration Funds, Title I, etc.) in the total budget, and how it is being allocated to goals and sub-goals.

LEVEL 2: Engaging

Equitable Stakeholder Engagement
Multiple rounds of community engagement events and engagement activities are conducted through a variety of methods (such as surveys, focus groups, and town halls) to achieve scale and depth.

Leadership Development
Community engagement specialists or school site parent liaisons providing workshops for parent, guardian, and student leaders on LCAP content as well as building engagement skills.

Shared Decision-Making
A designated committee made up of traditionally underrepresented district stakeholders who provide input on LCAP priorities.

Accountability and Transparency
District clearly stating LCAP engagement opportunities and impact of community input.

LEVEL 3: Leading

Equitable Stakeholder Engagement
Traditionally underrepresented groups such as English Learners or African American families participating in events addressing their unique needs and priorities.

Leadership Development
Ongoing training is provided for LCAP staff, parent, guardian and student representatives to facilitate engagement events, train their peers, and participate meaningfully in the LCAP development.

Shared Decision-Making
Parents, guardians, and students on a district-staffed LCAP advisory committee receive trainings and lead stakeholder engagement that directly influences LCAP priorities.

Accountability and Transparency
Executive summaries written in community friendly language of district’s LCAP priorities and outcomes of received community input.