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Governance Brief

Six Essential School Board Roles in LCAP Implementation and Development

by the School Board Member and Superintendent Participants in CSBA's California Collaborative for Educational Excellence Professional Learning Network, with contributions from Manuel Buenrostro and Julie Maxwell-Jolly

Introduction

The Local Control Funding Formula (LCFF) was signed into law in July 2013. The three fundamental principles on which the LCFF is based are local control, continuous improvement, and equity. The LCFF directs resources to the state's most vulnerable student populations while giving school districts and county offices of education (local educational agencies or LEAs) greater flexibility in how they allocate these funds to most effectively serve the students in their communities. The LCFF also changed how LEAs are held accountable for improvement. All LEAs are required to create a Local Control and Accountability Plan (LCAP), in consultation with their communities and specified stakeholder groups, which details how funds will be used to improve outcomes for students.

The LCFF legislation explicitly notes that school boards have a role in the LCAP process, although it does not provide extensive details about the parameters of this role (see California Education Code link in the Resources section). The governance implications of the LCFF policy changes are significant. LCFF reflects a move away from state mandates and categorical grants, and toward empowering communities to determine what works best for them. To achieve the potential of these changes, school boards have an important role in supporting their superintendents and staff in the effective development and implementation of their district's LCAP. School boards are instrumental in ensuring that budget decisions made through the LCAP process are equity-focused (designed to close persistent opportunity and achievement gaps), reflect the meaningful engagement of community stakeholders, and serve the needs of all their students.

To promote understanding and effective school board governance in the LCAP development and implementation

In this brief you will find:

Details about six essential roles of the school board in the effective development and implementation of a school district's LCAP, including:

- » Understanding the LCAP;
- » Developing goals and supports;
- » Encouraging engagement;
- » Understanding data;
- » Advocating about strategies;
- » Monitoring progress; and
- » Resources to support boards in fulfilling these roles.

process, from 2017 to 2019 CSBA worked with over 30 school board member and superintendent participants in a Professional Learning Network (PLN). The network was supported by the California Collaborative for Educational Excellence (CCEE) and included participants from small, medium, and large school districts. One goal that the group identified was to develop information that would assist board members in their work as a board, and in their collaborative work with the superintendent and cabinet, to develop and approve an LCAP that best serves the needs of students and families in their local communities.

While this brief was created by board members and superintendents of school districts, these roles and actions can also

be pertinent for county boards of education that must adopt an LCAP with strategies to improve outcomes for students enrolled in their alternative schools.

This brief describes six roles identified by the PLN as essential to the work of school boards in the LCAP process and provides examples of actions that boards can take to fulfill each of these roles. CSBA intends for this document to serve as a tool that can help school boards and superintendents discuss how to best work together to support the LCAP development and implementation process in their school districts.

Key terms in this brief:

- » **Board priorities.** Refers to priorities established by a governance team for their school district. These can also be referred to as district priorities.
- » **Goals.** Refers to the goals established in the district LCAP. These LCAP goals support the achievement of board priorities.
- » **Strategies.** Refers to the strategies in the LCAP, which are meant to achieve the goals. These LCAP strategies can include programs, initiatives, policies, and other key investments.
- » **Supports.** These include policies, agreements, procedures, and resources that boards can approve to support effective development of the LCAP and implementation of its strategies.

Six School Board Roles in the LCAP Development and Implementation Process

The following six roles can help governance teams (the board and superintendent) reflect upon their engagement in the LCAP process in their districts. All six roles help boards work with the superintendent and staff to incorporate equity and continuous improvement in the development and implementation of their LCAPs. These board roles are to:

1. Develop a deep understanding of the LCAP purpose and process;
2. Develop LCAP goals and the supports necessary to achieve effective implementation of the strategies in the LCAP;
3. Encourage and participate in the ongoing engagement of a diverse range of stakeholders;

4. Build an understanding of data to inform board discussions and actions related to the LCAP;
5. Serve as key communicators and advocates with stakeholders about LCAP strategies and outcomes; and
6. Continuously monitor and evaluate progress of LCAP strategies.

Continuous improvement is an additional central focus of LCFF that is woven into these roles. Continuous improvement requires looking for the root causes of challenges and understanding those causes to make strategic decisions about investments. It requires a mindset that empowers district staff and the superintendent to try new strategies that have promise for closing opportunity gaps, expand strategies that are proving successful, and adapt and learn from experience when strategies prove unsuccessful.

Role 1: Develop a Deep Understanding of the LCAP Purpose and Process

The first step to effective school board leadership in the development of the district's LCAP is building a deep understanding of the LCAP purpose and process. This understanding should incorporate a focus on equity—with LCAP strategies designed and resources allocated according to student need. Doing so helps to ensure that all students, including the most disadvantaged, have the resources and supports they need in order to succeed. It should also focus on continuous improvement to inform yearly updates to the LCAP that lead to greater effectiveness and include an understanding of the support that district staff require to reinforce equity and continuous improvement.

In developing this deep understanding, school boards can take the following actions:

Engage in Ongoing Learning

Ongoing learning should focus on the LCAP purpose and process and begin as soon as a board member is elected. This means that the orientation process for new board members should include specifics about the LCAP requirements, the details of their district's LCAP, and the role that the board plays in the process (see Board Bylaw 9230 for additional guidance on an orientation process). Experienced board members should ensure that they understand these elements as well and engage in continuous professional development to improve their effectiveness. There should also be whole-board professional development opportunities led by expert facilitators (both staff and external) to learn about how to equitably improve student outcomes, as well as other equity-focused

learning opportunities. Throughout the year, boards can also schedule workshops or study sessions to explore the vision and mission of the LCAP, student outcome data (such as from the California School Dashboard), survey results, community input, and any other topics that inform the development and implementation of the LCAP. Boards should also ensure that meetings, workshops, and study sessions include ongoing updates from staff on the status of LCAP development and implementation.

Develop a Clear Definition of Equity for the District

An agreed-upon definition of equity for the district is a necessary foundation for all decisions of the school board, superintendent, and staff. This definition should guide the LCAP development and implementation process. In developing this definition, the board should discuss and define what equity (or inequity) means and looks like in the district, thereby ensuring a common understanding of equity. A board should also revisit this definition regularly to ensure that the common understanding is still agreed upon, and if it is not, to make changes as necessary. Throughout the year, the board should reflect on how the district and its schools are meeting the definition of equity and take necessary actions to bring the district closer to fulfilling the vision of the definition. To help with this process, CSBA is developing a definition of equity that districts can reference as they develop their own definition. In addition, CSBA has a sample board policy on equity that provides guidance for addressing equity in school board decisions (see Board Policy 0415).

Demonstrate a Commitment to Excellence

Effective governance takes hard work and a commitment to excellence for the benefit of students in the district. Before making decisions, board members should practice due diligence by reading all relevant materials and asking questions when issues are not clear. Within the context of the LCAP development and implementation process, this means a commitment to understanding and reading the entire LCAP and staying focused on its goals, implementation of its strategies, and outcomes of those strategies in order to adjust as necessary to ensure continuous improvement. A commitment to excellence is also reflected by having the courage and conviction to engage in difficult conversations about the underlying reasons for inequity in the district—all with the intention of working together to discover a better path forward.

Role 2: Develop LCAP Goals and the Supports Necessary to Achieve Effective Implementation of the Strategies in the LCAP

Once individual board members and the whole board have developed a deep understanding of the LCAP purpose and process (with equity and continuous improvement as driving principles), LCAP goals can be set, and policies and budgetary commitments can be made to support those goals. In developing goals, a board sets clear expectations for what is to be achieved with the investments delineated in the LCAP. By developing policies and allocating resources that support the successful implementation of those strategies, the board is also empowering the superintendent and staff to meet LCAP goals.

When developing the LCAP goals and the supports necessary to achieve the effective implementation of LCAP strategies, boards can take the following actions:

Establish Board Priorities Aligned to the Mission and Vision of the District

Before setting LCAP goals, it is important for a board to first discuss, develop, and adopt its board priorities. In adopting board priorities, the board should frame the discussion around student outcomes and focus on closing opportunity gaps. These board priorities are also referred to as the district priorities.

Develop Aligned LCAP Goals to Meet the Board Priorities

Once the board priorities are set, the board can begin to establish LCAP goals designed to meet them. The governance team should establish a process for coming to agreement on LCAP goals they all believe can be met. These LCAP goals must focus on improving student outcomes and closing opportunity gaps by looking at student outcome data and setting faster growth targets for students that are further behind. All goals must have specific strategies and clear timelines for accomplishment.

Establish a Common Understanding in the Boardroom

To support successful implementation of LCAP strategies to meet the board's goals, the board should establish a common understanding of key issues and terms with the superintendent and staff. To establish this understanding, the governance team must come to agreement on (and periodically revisit) the shared definition of commonly used terms as well as expectations for the superintendent and staff, including how to communicate with the board on progress toward achievement of LCAP goals. Equally important is a clear understanding of

the role of the board in relation to the role of the superintendent and staff. For example, the superintendent and staff devise strategies, plans, and actions to meet goals; while the board is responsible for asking questions, setting direction, allocating resources, and approving the LCAP. The board should also establish agreements for working together and communicating effectively as a governance team. These agreements can include how to communicate effectively when there is a disagreement or how to ask difficult questions during staff presentations and updates.

Support Implementation by Staff

Once the goals are established and strategies are set, it is the role of the superintendent and staff to implement the strategies. It is important for the board to develop policies and approve resources that will help staff with this implementation. One way the board can do this is by ensuring that staff have opportunities for the professional development necessary to support implementation. The board should also develop policies and approve resources to accomplish goals and make actions sustainable. The board can assist staff and superintendent efforts to implement strategies by establishing and maintaining partnerships with nonprofits, city agencies, and businesses. The board can do this by spreading the district message and encouraging continued collaboration. Supporting implementation by staff also means that the board is accountable for sticking to its goals and messages and taking time to understand and communicate an issue with one voice rather than changing direction abruptly in the face of opposition.

Role 3: Encourage and Participate in Ongoing Engagement of a Diverse Range of Stakeholders

All stakeholders within a community should have opportunities to provide input related to LCAP goals, and this feedback should be used to inform the development and updates made to the LCAP. Within this role, the board's principal responsibility is to support the superintendent and staff in ensuring that there is effective and meaningful engagement with a diverse range of community stakeholders and to encourage stakeholders to participate in the engagement opportunities established by the district.

To encourage and participate in the ongoing engagement of a diverse range of stakeholders, boards can take the following actions:

Ensure Opportunities are in Place to Engage all Stakeholders

To ensure that opportunities are in place to engage all stakeholders in the LCAP process, a board can establish stakeholder

engagement goals with their superintendent. Governance teams should incorporate existing engagement requirements, such as those under the Plan for Student Achievement (formerly called the Single Plan for Student Achievement). Education Code 52060 already requires consultation with school personnel (including teachers, principals, and administrators); employee bargaining units; parents and guardians; and students; as well as the establishment of a districtwide parent advisory committee and, if applicable, an English learner parent advisory committee. Within these requirements, the board can direct the superintendent and staff to include additional community organizations and specify strategies that provide for meaningful engagement (such as listening circles for engaging students). Overall, in developing opportunities for stakeholder engagement, the board can ensure that the process is accessible to all stakeholders and that all engagement approaches are considered. For example, the board can support the district use of social media to gather input (e.g., by creating a website where stakeholders can post). Agreements should also be made about the board role in stakeholder engagement (e.g., what is the board member role in public forums and in encouraging stakeholders to participate?). For example, there can be an expectation for the superintendent, along with a board representative, to meet with community organizations during LCAP development.

Provide Resources to Implement Meaningful Engagement Opportunities

The board should approve the necessary resources for the superintendent and staff to implement meaningful engagement opportunities that can reach all stakeholders. This effort includes the resources necessary to help build stakeholder capacity, including workshops for stakeholders on how to be more meaningfully engaged. This also includes staff training on topics such as effective stakeholder engagement and cultural competency. A board can also support the development of a rubric for how to meaningfully engage stakeholders. In addition, the board can approve the use of translation support services for non-English speakers, sign language interpreters, and other services that ensure access for all stakeholders.

Demonstrate that Stakeholders are Heard

All stakeholders need to be able to trust in the stakeholder engagement process if they are to actively participate and continue to provide their feedback and support. This trust is increased when a board shares how stakeholder input was considered and incorporated in the decision-making process. To accomplish this, a board can establish a district process for how staff responds to and considers recommendations, including a rationale for how final LCAP decisions

were made. In board meetings and in their interactions with stakeholders during school and community events, individual board members can encourage stakeholder participation by sharing anecdotes of how current investments were influenced by stakeholder feedback, and by respectfully and carefully listening to everyone's feedback.

Role 4: Build an Understanding of Data to Inform Board Discussions and Actions Related to the LCAP

In building an understanding of data to inform board discussions and actions, boards should learn about data analysis and its meaning regarding student achievement. Data can be a great tool for boards to make student-centered decisions and to ensure that those decisions are targeted to the students that need the most support. However, an understanding of data, the various types of data, its use, and its limitations is critical to ensure that the right decisions are made.

To build an understanding of data to inform the LCAP process, boards can take the following actions:

Create the Conditions for the Governance Team to Discuss Data

The board and superintendent need a common understanding of the use and limitations of data in order to have productive data-informed discussions. A board can accomplish this common understanding by engaging in data-focused, ongoing professional development through board workshops, study sessions, and/or external professional learning opportunities. Professional learning for staff is also important, as both the board and staff must have the capacity to review data and discuss its implications. Such staff training ensures that reports to the board include useful data updates on the progress of LCAP goals and strategies throughout the year. A board can also establish common agreements about how to discuss data, including how to ask questions about data related to LCAP goals while avoiding unnecessary or inappropriate questions. Board members can use board meeting time to discuss what the data indicates about district progress and how to respond appropriately. This includes monitoring data to determine progress, using data to make course corrections as needed, understanding root causes of problems, and considering the context and meaning behind the data.

Determine Which Data is Required

With a common understanding of data and its uses, a board can work with the superintendent and staff to determine which data is most important in making the best decisions about LCAP goals and strategies. It is important that the board

functions as a team when requesting data. To accomplish this, a board should develop protocols for requesting data from staff and ensure that requested data includes outcomes disaggregated by student groups and is related to the state and board priorities and LCAP goals. The board should also continually engage with staff about the meaning behind the data and about the various data sources that can inform decisions. In seeking professional learning opportunities, boards can look at how other districts use data in order to learn which data might be most useful for their own district.

Ensure that Data is Meaningful and Accessible

Data can be an important tool for engaging stakeholders (see Role 3). A board can help ensure that districts make data meaningful and accessible to all stakeholders by supporting district opportunities to share data at different locations and times, enabling accessibility to the community and other stakeholders (e.g., host data walks that include families, students, teachers, and bargaining units). The board can also ensure that data is presented in a consistent and uniform manner that makes it understandable to the community.

Role 5: Serve as Key Communicators and Advocates with Stakeholders About LCAP Decisions and Strategies

This role covers the responsibility of board members to communicate the contents of the approved LCAP and explain the district decisions that were made in its development to community stakeholders. Stakeholder feedback can be compiled during this process and can inform future updates to the plan.

To serve as key communicators and advocates with stakeholders, boards can take the following actions:

Develop Common Messages

A necessary first step to an effective communication strategy is to ensure that all system leaders share common messages and themes (so that they do not contradict each other). This means that the superintendent and board, as a governance team, must develop common messages about the LCAP that offer a clear and concise purpose for each LCAP goal and for key LCAP strategies. The messages should incorporate the themes of equity and continuous improvement as core principles—and share district successes and promising practices. These messages can be adapted to have a different focus for different stakeholders depending on their interests and needs. The board must also make a commitment to stay on the agreed-upon messages and speak with one voice.

Streamline Messages

The governance team should streamline its key messages so that stakeholders understand the most important points. To do this, boards can select a few goals or themes, identify why they matter, and discuss the progress being made. The terminology should be jargon-free so that board members speak in a language that all stakeholders understand. Boards can also ensure that tools are developed to make the message transparent, positive, and memorable (e.g., developing graphics for public presentations, using elevator speeches, etc.).

Ensure Outreach and Communication to All Stakeholders

With all district outreach, a focus on equity is important to ensure the message reaches stakeholders who represent the diversity of the community. To accomplish this, boards can support multiple methods of communication by the district, ensure all staff clearly understand and can communicate the message, and support liaisons from the community who can speak to different groups (such as parent/guardian liaisons for English learners and other student groups). Translation services should be approved for non-English speaking stakeholders as well as the use of other formats to make the messages accessible (such as video and audio, sign language, Braille, etc.). Board members can also participate in outreach to local, state, and federal elected officials and agencies to ensure that policies, regulations, and resources are in place for school districts to accomplish their goals (e.g., through CSBA Legislative Action Day).

Role 6: Continuously Monitor and Evaluate Progress of LCAP Strategies and Outcomes

A key responsibility of a school board is to hold the system accountable and ensure that progress is made toward achieving goals. Education Code 52060 requires districts to include in the LCAP the method they will use to measure progress toward achieving each goal. This means the constant monitoring of progress related to the strategies designed to meet each goal.

To monitor and evaluate progress, boards can take the following actions:

Understand and Monitor Strategies

The board should learn about the operation and structure of the specific strategies in the LCAP. This information adds context to what the data indicates about outcomes and allows each board member to better communicate with the public about the strategies. A board can accomplish this goal by

requesting site visits to observe strategies in action and periodic updates from staff on particular strategies during board meetings. Board members can also inform themselves about strategies through outside sources including CSBA research and policy briefs on a range of education topics.

Have Ongoing Discussions About Outcomes and Progress of Strategies

In addition to building understanding of the operation of strategies in the LCAP, the board should regularly review and discuss related student outcome data. This review can be more effective when a board identifies and focuses on key goals and strategies within the LCAP to prioritize within a given year. Opportunities to discuss progress in key areas can include board workshops, board study sessions, and/or updates at board meetings. Moreover, key staff should be supported and counted on to provide relevant information. These conversations should be balanced and focused on both what is working and not working. The California School Dashboard is an important tool that can be used in these discussions, as are other sources of information.

Promote a Long-Term View and Work Toward Sustainability

A board can also promote continuous improvement by explicitly promoting a long-term view and working toward creating sustainable strategies within the district. To accomplish this, a board can create a safe space for staff to plan, innovate, and function at their highest levels. In addition, to ensure a sustained focus on established priorities, the board can make key LCAP goals part of the superintendent evaluation. To promote sustainability, the board should continue to encourage the engagement of stakeholders, including periodic updates on the progress toward LCAP goals to families, students, staff, and others.

Conclusion

This brief was developed by board members and superintendents. It is meant to help boards develop a clear understanding of their role in the LCAP process and governance teams to engage productively to develop and implement an LCAP that improves outcomes for the students they serve. Every district is different, and each has its own strengths, challenges, and opportunities. Successful governance occurs when boards and superintendents understand and adapt to these local circumstances and work together to achieve the best outcomes for their students.

Resources

CSBA Governance Briefs and Reports

- » **The School Board Role in Creating the Conditions for Student Achievement** (May 2017). bit.ly/2TaDZPq
- » **The Coherence Framework in Action: Promising Practices for Developing and Implementing LCAPs** (October 2017). bit.ly/2tkGluH
- » **School Board Members Get Down to Facts: Results of CSBA Survey of Trustees on Key Education Topics** (October 2018). <http://bit.ly/2Vu0CTc>
- » **Local Control and Accountability Plans: A Survey of School Board Member Involvement** (September 2017). bit.ly/2BAeEYB
- » **Promising Practices for Developing and Implementing LCAPS** (November 2016). bit.ly/2x8rv2g

CSBA Professional Development Opportunities

- » **Annual Education Conference and Trade Show.** CSBA's premier continuing education program delivers practical solutions to help governance teams from districts and county offices of education to improve student learning and achievement. aec.csba.org
- » **Orientation for New Trustees.** A one-day orientation for new trustees that prepares them for their first 100 days of service. bit.ly/2sEef2n
- » **Institute for New and First-Term Board Members.** This innovative two-day seminar is one of the best opportunities for newly elected and first-term trustees to learn about their unique role and responsibilities. <http://bit.ly/2Psqjy3>
- » **Masters in Governance.** A comprehensive five-course program that equips board members and superintendents with the knowledge and skills to build and support an effective governance structure. <http://bit.ly/2V0bqJG>
 - » Course 1: Foundations of Effective Governance/Setting Direction
 - » Course 2: Policy and Judicial Review/Student Learning and Achievement
 - » Course 3: School Finance
 - » Course 4: Human Resources/Collective Bargaining
 - » Course 5: Community Relations and Advocacy/Governance Integration

- » **Leadership Institute.** A biennial two-day event uniquely designed to provide board members with relevant, engaging, hands-on content and critical strategies that will advance the leadership skills and capacity of their governance team. bit.ly/2S5bbKQ
- » **The Brown Act: What You Need to Know.** A fact-filled workshop that covers the intricacies of the Brown Act. bit.ly/2U7QyuR
- » **Board Presidents Workshop.** A workshop that provides current and aspiring board presidents with tools for focused leadership. bit.ly/2HzXLCO

CSBA Sample Policies

The following sample policies and administrative regulations are available to subscribers of CSBA's policy services through GAMUT at www.gamutonline.net

- » BP 0000 - Vision
- » BP 0200 - Goals for The School District
- » BP 0400 - Comprehensive Plans
- » BP 0415 - Equity
- » BP/AR 0420 - School Plans/Site Councils
- » BP/AR 0460 - Local Control and Accountability Plan
- » BP 1100 - Communication with The Public
- » BP 1220 - Citizen Advisory Committees
- » BB 9230 - Orientation

External Resources

- » **California Department of Education LCAP Webpage** provides an overview, template, and resources related to LCAP development and revisions. <http://bit.ly/2ZwZSvX>
- » **California Education Code, Sections 52060-52077** includes requirements for school districts and county offices of education related to the development of and revisions to their LCAPs. <http://bit.ly/2UHKQ7S>
- » **Data Equity Walk Toolkit** from The Education Trust-West. <http://bit.ly/2XLz8pV>

CSBA's California Collaborative for Educational Excellence Professional Learning Network

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Appendix

Checklist of the Six Essential Roles of School Boards in the Development and Implementation of their District's LCAP

This checklist is intended to support governance teams (the board and superintendent) in having conversations about the role the board can play in the effective implementation of their district's LCAP. Given that every district and community have different strengths and challenges, the ideal role that boards play in the LCAP development and implementation process can differ.

Role 1: Develop a Deep Understanding of the LCAP Purpose and Process

Engage in Ongoing Learning

- Provide Orientation for New Board Members
- Encourage Professional Learning for Individual Board Members
- Engage in Board Professional Learning Led by Experts (Staff and External)
- Ensure Ongoing Board Workshops or Study Sessions
- Ensure Periodic Board Updates on LCAP Development and Implementation

Develop a Clear Definition of Equity for the District

- Define what Equity (or Inequity) Means and Looks Like in the District
- Ensure Common Understanding of Equity Definition Among Board and District
- Revisit the Equity Definition Regularly
- Review How Well the District and Schools are Meeting Equity Definition
- Take Actions Necessary to Bring District Closer to Fulfilling Equity Definition

Demonstrate a Commitment to Excellence

- Read Relevant Materials and Ask Clarifying Questions Before Making Decisions
- Understand and Read Entire LCAP
- Review LCAP Goals, Strategies, and Outcomes to Adjust When Necessary

- Have Difficult Conversations about Underlying Reasons for Inequity in District

Role 2: Develop LCAP Goals and the Supports Necessary to Achieve Effective Implementation of the Strategies in the LCAP

Establish Board Priorities Aligned to the Mission and Vision of the District

- Discuss, Develop, and Adopt Board Priorities
- Ensure Priorities Focus on Student Outcomes and Closing Opportunity Gaps

Develop Aligned LCAP Goals to Meet the Board Priorities

- Establish Process for Governance Team to Come to Agreement on Goals
- Use Student Outcome Data as Starting Point to Set Student Outcome Goals
- Set Faster Growth Targets for Student Groups to Close Achievement Gaps
- Ensure All Goals Have Clear Timelines for Accomplishment

Establish a Common Understanding in the Boardroom

- Come to Agreement on and Define Commonly Used Terms
- Come to Agreement on Expectations for the Superintendent and Staff
- Establish a Clear Understanding of the Role of the Board
- Establish Agreements for Working Together and Communicating Effectively

Support Implementation by Staff

- Ensure Staff Have Opportunities for Professional Development
- Approve Policies and Resources to Meet Goals and Make Actions Sustainable
- Assist in Staff and Superintendent Efforts to Establish and Maintain Partnerships
- Stick to Goals and Messages in the Face of Opposition

Role 3: Encourage and Participate in Ongoing Engagement of a Diverse Range of Stakeholders

Ensure Opportunities are in Place to Engage all Stakeholders

- Establish Stakeholder Engagement Goals with the Superintendent
- Direct Superintendent and Staff to Engage Various and Diverse Stakeholders
- Ensure Process is Accessible to All Stakeholders
- Ensure that All Engagement Approaches are Considered
- Establish Agreements on the Board Role in Stakeholder Engagement

Provide Resources to Implement Meaningful Engagement Opportunities

- Approve Resources to Build Stakeholder Capacity
- Approve Resources for Staff Training on Engagement and Cultural Competency
- Support the Development of a Meaningful Stakeholder Engagement Rubric
- Approve the Use of Services Necessary to Engage All Stakeholders

Demonstrate that Stakeholders are Heard

- Establish Process for How Staff Responds to and Considers Recommendations
- Share Anecdotes of How Feedback Influenced Current Investments
- Respectfully Listen and Consider Everyone's Feedback

Role 4: Build an Understanding of Data to Inform Board Discussions and Actions Related to the LCAP

Create the Conditions for the Governance Team to Discuss Data

- Engage in Data-Focused Ongoing Professional Learning
- Ensure Data-Focused Professional Learning is Available to Staff
- Establish Agreements About How to Discuss and Ask Questions About Data
- Discuss What Data Indicates About District Progress and How to Respond

Determine What Data is Required

- Determine Which Data is Most Important (with Superintendent and Staff)
- Develop a Protocol for Requesting Data from Staff
- Ensure Requested Data Includes Student Group Outcomes
- Ensure Requested Data is Tied to Board Priorities and LCAP Goals
- Continually Engage with Staff About Meaning of Data and Various Data Sources
- Learn About How Other Districts Use Data

Ensure that Data is Meaningful and Accessible

- Support District Opportunities to Share Data at Accessible Locations and Times
- Ensure Data is Presented in a Consistent, Uniform, and Understandable Manner

Role 5: Serve as Key Communicators and Advocates With Stakeholders About LCAP Strategies

Develop Common Messages

- Develop Common Messages with Concise Purpose for LCAP Goals and Strategies
- Incorporate Themes of Equity and Continuous Improvement (Share Successes)
- Adapt Messages to Have a Different Focus for Different Stakeholders
- Commit to Stay on Agreed-Upon Messages

Streamline Messages

- Select a Few Goals or Themes and Identify Why They Matter and Progress Made
- Use Terminology that All Stakeholders Can Understand
- Ensure Tools are Developed for Transparent, Positive, and Memorable Messages

Ensure Outreach and Communication to All Stakeholders

- Support Multiple Methods of Communication by the District
- Ensure All District Staff Clearly Understand and Can Communicate the Messages
- Support Liaisons from the Community Who Can Speak to Different Groups
- Approve Translation and Other Services to Make Messages Accessible
- Participate in Outreach to Local, State, and Federal Elected Officials and Agencies

Role 6: Continuously Monitor and Evaluate Progress of LCAP Strategies

Understand and Monitor Strategies

- Request and Conduct Site Visits to Observe Strategies in Action
- Receive Periodic Updates on Strategies of Interest During Board Meetings

Have Ongoing Discussions About Outcomes and Progress of Strategies

- Select Key Goals and Strategies to Prioritize Within the Year
- Regularly Review and Discuss Student Outcome Data Related to Strategies
- Count on Staff to Provide Relevant Information
- Balance Conversations with What is Working and Not Working

Promote Long-Term View and Work Toward Sustainability

- Create Safe Space for Staff to Plan, Innovate, and Function at Highest Levels
- Make Key LCAP Goals Part of the Superintendent Evaluation
- Encourage the Engagement of Stakeholders on Progress of LCAP Goals