

# LCAP SECTION 1: STAKEHOLDER ENGAGEMENT

**Stakeholder engagement is an important part of the LCAP. The LCAP instructions require districts to show meaningful engagement in creating the LCAP.**

## WHO MUST BE A PART OF THIS PROCESS?

Parents, students, and other community members are all important groups that districts should consult when creating an LCAP.

## HOW WILL YOU KNOW IF YOUR DISTRICT INCLUDED THESE GROUPS?

Districts must describe in Section 1 of the LCAP how they included the community in creating the LCAP and how the community input impacted their [LCAP goals and state priorities](#). Public Advocates, an allied organization, lists best practices for community engagement [here](#).

## WHAT TO LOOK FOR IN THIS PROCESS

- ✓ **Did the district hold community input sessions?** Districts must provide translation into different languages if there are significant numbers of community members who do not understand or speak English well. In addition to parents, [students must also be consulted during LCAP review](#).
- ✓ **When did the district engage members of the community?** Districts can begin engaging community members up to a year before the first draft of the LCAP is released and should do so months before the first draft is finished. If you do not feel the time to discuss LCAP issues with the district is adequate, raise this point with district staff.
- ✓ **Did you see your points addressed in the LCAP?** Districts should be using community input sessions to build a better and more complete LCAP. If community needs are not reflected in the LCAP, community members should address this with the district. This [ACLU-Public Advocates resource](#) lists questions to consider when discussing the LCAP with your district.
- ✓ **Did the district provide information and data so community members could make informed conclusions?** Districts should have data and/or information about how they decided on their LCAP goals and why they allocated funds to specific programs. If the district did not provide any of this information for stakeholders, community members should request it prior to forming conclusions at LCAP meetings.
- ✓ **Did the Parent Advisory Committees and/or District Advisory Committees review the final draft LCAP?** English Learner, Parent, and District Advisory Committees must review the draft LCAP before it is approved.

## TIMELINE FOR AN LCAP

**January – May:** Stakeholders give input to districts about LCAPs for next school year and review draft LCAPs (including budgets) from district.

**June – July:** LCAPs for coming school year submitted for approval to School Board and County Offices of Education. Important time for final comments from stakeholders.

**August – December:** Districts make final revisions to previous school year LCAP, stakeholders review data from previous school year and engage with districts about next year's LCAP.

*Find more information about  
LCFF, LCAPs, and community  
engagement at  
[www.aclunc.org/LCFF](http://www.aclunc.org/LCFF).*

**Need help? To get involved, contact the ACLU of California. Abre' Conner: [ACONNER@ACLUNC.ORG](mailto:ACONNER@ACLUNC.ORG)**

*This handout is current as of April 2016*