

# THE LCAP AND COMMUNITY ENGAGEMENT

## WHAT IS MY DISTRICT REQUIRED TO DO?

LCFF gives districts a lot of flexibility to decide how they spend their dollars, but this increased freedom must be accompanied by increased efforts to meaningfully engage parents, students, and community members in their decisionmaking processes. **Here is what your district is required to do to seek and incorporate your feedback.**

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# ACLU

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## THE LCAP

Your district must adopt a written Local Control and Accountability Plan (LCAP) by **JULY 1, 2014**.

The LCAP establishes annual goals for all students, describes what specific actions will be taken to achieve these goals, and details how funds will be spent.

The district **must show** in its LCAP how it is **increasing or improving services for its high-need students** (low-income, English learner, and foster youth) in proportion to the increased funds those students generate.

**It is up to you to ensure that district spending aligns with local priorities.**

Your district **must take your voice into account** in the development and adoption of its LCAP.

## STATUTORY REQUIREMENTS

- **Consult all stakeholders.** The school board **must** “consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing a local control and accountability plan.”
- **Establish Parent Advisory Committees.** The district **must** have a **Parent Advisory Committee (PAC)**. If the district has 15% or more English learner students, the district **must** have an **English Learner Parent Advisory Committee (ELPAC)**. Districts may use existing committees that meet the statutory requirements, and most districts will likely use existing District English Learner Advisory Committees as their ELPACs. The superintendent **must** present the draft LCAP to the PAC and ELPAC for review and comment, and **must** respond in writing to comments submitted by the committees.
- **Align the LCAP with school plans.** The district **must** ensure that the LCAP identifies and incorporates school-specific goals from instructional spending plans created by **School Site Councils (SSCs)**, which are school-level bodies consisting of 50% parents (including, at high schools and middle schools, a student representative).
- **Provide opportunities for public input.** The superintendent **must** provide an opportunity for members of the public to provide **written comments** regarding the specific actions and expenditures proposed in LCAP or annual update. The school board **must** hold **at least one public hearing** to solicit **comments & recommendations** from the public regarding the specific actions and expenditures proposed in LCAP or annual update.
- **Adopt the LCAP in a public meeting.** After hearing public comment, the school board **must** adopt the LCAP or annual update at another public meeting where it also adopts the district's budget.

## GUIDANCE: PAC & ELPAC, SSCs, AND PUBLIC INPUT

- **Role of PACs and ELPACs.** Districts **must** submit their draft LCAPs to each committee and respond in writing to any comments submitted by the committees. The statute also states that parent advisory committees are intended to advise the school board and superintendent on the implementation of LCFF, a role that requires more than simply providing comment to an already established plan. To comply with this statutory purpose, **districts should meaningfully involve these committees in the development of the LCAP as well as other aspects of LCFF implementation.**
- **PAC composition.** The statute requires that PACs include “parents or legal guardians” of high-need students (low-income, EL, and foster youth). Beyond this, there are no specific rules on the size, the ratio of parents, or whether people who are not parents or guardians can be members. Nonetheless, because the statute requires that it be a **parent** advisory committee, **the majority of the PAC should be parents or guardians.**
- **ELPAC composition.** The statute does not provide any specific requirements for the ELPAC. Nonetheless, because the statute requires that it be a **parent** advisory committee, **at least the majority of the ELPAC should be parents or guardians of EL students.**
- **Committee meetings.** There are no requirements about the frequency of PAC or ELPAC meetings. However, committees should meet regularly and early enough in the school year to fulfill the requirement of advising the school board and superintendent on LCFF implementation. **All meetings must be open to the public** and provide an opportunity for **public comment.**
- **Use of existing committees.** If a district decides to use an existing committee as its PAC or ELPAC, **it must comply with the existing rules** governing the composition of that committee and the frequency of its meetings. Other statutes regarding district and EL advisory committees specifically require that parents or guardians make up at least a majority of the committee.
- **School Site Councils.** Districts must ensure their LCAPs are consistent with the school-level plans developed by SSCs. SSCs must include parents and, at high schools and middle schools, students. LCAPs **must** include **school-specific goals** developed by SSCs, and districts should seek input from SSCs to ensure the specific actions established in LCAPs align with school-level goals and actions.
- **Avenues for public input.** Districts must **solicit input from all stakeholders**, including students and parents, in **developing** the LCAP; establish a process for the public to **provide written comments** on the proposed LCAP or annual update before it is adopted; and **hold two public school board meetings** before adopting an LCAP or annual update. Districts should communicate clearly what standards they will use in evaluating and incorporating public input into their proposed LCAPs.