



Stakeholder Engagement Requirements **Under the Local Control Funding Formula**

Stakeholder and community engagement is a cornerstone of LCFF.¹ The fundamental premise of LCFF is that districts receive increased flexibility from the state in how they spend state education money, and this flexibility must be accompanied by increased efforts to seek and incorporate feedback from the community, including parents, students, and other stakeholders, as they develop plans to use that money. While there are certain legal requirements districts must meet for stakeholder engagement, districts should and can do much more incorporate the input and voices of these critical stakeholder groups.

How do districts communicate their plans for use of LCFF dollars to stakeholders?

Under LCFF, each district **must** adopt a written three-year Local Control Accountability Plan (LCAP) and annual update of the current year before July 1 of each year that:

- a. Explains how the districts’ use of LCFF funds is linked to goals and actions that the district must develop to address eight state priority areas;
- b. Shows how the district is increasing or improving services for its high-need students (low-income students, English learners, and foster youth) in proportion to the increased funding the state provides the district for those students; and,
- c. Identified any proposed use of the additional funds generated by high-need students on districtwide or school wide programs and explains why that use of funds is “principally directed towards, and...effective in” meeting district goals for high-need students as required by state regulations.
- d. In their LCAPs, districts must also describe the steps they took to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP.

What are the basic minimum requirements for stakeholder engagement?

The school board and district **must** “consult with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils” in developing the LCAP.² Districts must also describe in their LCAPs the steps they took to engage parents, pupils, and the community *and* how this engagement contributed to developing the LCAP.

¹ One of the eight state priority areas under LCFF is “parental involvement” relates to involvement of parents and guardians in decisions about programs that the district and individual schools offer, including the programs available to high-need students.

² California Education Code § 52060(g)

Parent engagement

- The district **must** establish a **Parent Advisory Committee (PAC)**. The majority of members of this committee must be parents of students in the district and this includes parents of high-need students.³
- The district superintendent **must** present a draft LCAP to the PAC and **must** respond in writing to any comments from the PAC on the draft LCAP.⁴
- If the district has 15% or more English learner students, the district **must** have an **English Learner Parent Advisory Committee**. The majority of members should be parents of English Learners.⁵
- The superintendent **must** present the draft LCAP to the English Learner Parent Advisory Committee for comment and **must** respond in writing to the committee’s comments.⁶
- Districts may use a pre-existing District English Learner Advisory Committee (DELAC) as their LCFF English learner parent advisory committee.⁷

Student engagement

- Districts **must** develop a process that allows students to review and comment on the development of the LCAP. This must include high-need students and other “numerically significant” student subgroups.
- The student engagement process may include student surveys, forums, student advisory committees, or meetings with already established student government organizations.⁸

General public

- The superintendent **must** notify members of the public of the opportunity to provide written comments regarding the specific actions and expenditures proposed by the district in the LCAP or annual update. This notification must be translated to home languages spoken by 15% or more of the district’s students.⁹
- The school board **must** hold at least one public hearing with an opportunity for public comment and recommendations regarding the specific actions and expenditures proposed in the LCAP or annual update. This hearing must take place at the same meeting as the public hearing on budget adoption.¹⁰
- The school board **must** adopt the LCAP or annual update and the district’s budget at a separate public meeting, with an opportunity for public comment and recommendations on the LCAP.¹¹

School sites

- LCAPs “should be shared with, and LEAs should request input from school-site level advisory groups,” such as **School Site Councils**,¹² English Learner Advisory Councils

³ The term “parents” includes “natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions” for the student. 5 CCR § 15495(e)

⁴ California Education Code § 52062(a)(1); 5 CCR § 15495(f)

⁵ California Education Code § 52062(a)(2)

⁶ 5 CCR § 15495(b)

⁷ The district does not have to create a new PAC or English Learner Parent Advisory Committee if it already has parent advisory committees that meet the requirements for each committee under LCFF. California Education Code §§ 52063(a)(3) & (b)(2).

⁸ 5 CCR § 15495(a)

⁹ California Education Code § 52062(a)(3)

¹⁰ California Education Code § 52062(b)(1)

¹¹ California Education Code § 52062(b)(2)

and Student Advisory Groups, to “facilitate alignment between school-site and district-level actions and goals.”¹³

What else should school districts know about stakeholder engagement requirements under LCFF?

Role of Parent Advisory Committees and English Learner Parent Advisory Committees

These committees should play a broad role in developing a district’s LCAP. The statute specifically states that PACs are established to provide general advice to school boards and superintendents on LCAP requirements.¹⁴ Fulfilling that role requires more than solely commenting on a district’s proposed LCAP; districts must involve members beyond these basic comments in the education program planning process.

Structure of Parent Advisory Committees

There are no specific rules about the number of members the PAC should include or how often it should meet. However, PACs should meet regularly and early enough in the school year to fulfill the requirement that PACs provide broad and general advice on LCAP development and implementation. All PAC meetings must be open to the public and provide an opportunity for public comment.

Other Requirements for English Learner Parent Advisory Committees

LCFF regulations require that the parents of English learner students comprise a majority of the English Learner Parent Advisory Committee.¹⁵ There are no LCFF requirements about how often the English Learner Parent Advisory Committee must meet. All English learner parent advisory committee meetings must be open to the public and provide an opportunity for public comment. To the extent that a parent committee is comprised of **parents who speak limited English**, the district must communicate with them in a language they understand. Districts should provide oral and written translation to enable limited-English proficient members to engage.¹⁶

Requirements for School Site Councils (SSCs)

SSCs are required by federal and state law to ensure that certain categorical pots of money¹⁷ are spent according to a coherent and comprehensive instructional plan at the school-site level and aligned with the district’s comprehensive instructional plan.

SSCs must, at each school site, consist of 50% parents selected by parents at the school (as well as student members at high schools and middle schools) and 50% school staff.¹⁸ According to the

¹² School Site Councils are school-level bodies consisting of 50% parents (and student representatives at high schools and middle schools) and 50% school staff.

¹³ LCAP Template, Addendum, Instructions, “Stakeholder Engagement”, p.3 of 13.

¹⁴ See California Education Code § 52063(a) (PAC to provide advice to school board and superintendent on requirements of LCAP statutory provisions).

¹⁵ This is consistent with the existing requirement for DELACs that parents or guardians of English learners make up a majority of the committee. California Education Code § 52176.

¹⁶ See Title VI; California Education Code § 51101.1; see also Department of Education, Office of Civil Rights, “Dear Colleague Letter, English Learner Students and Limited English Proficient Parents,” (1/7/2015) at 37-38 <http://www2.ed.gov/about/offices/list/ocr/letters/colleague-el-201501.pdf>.

¹⁷ Such as federal Title I funds for low-income students.

LCAP template instructions, the LCAP should be shared with school site-level advisory groups, including SSCs, to help align school-site and district-level goals and actions.¹⁹ The unique needs of individual school-sites must be considered by districts as they develop goals, actions, and services in their LCAP.

¹⁸ California Education Code § 52852.

¹⁹ LCAP Template, Addendum, Instructions, “Stakeholder Engagement”, p.3 of 13.

What are good resources on best practices for meaningful stakeholder engagement?

A number of groups have developed materials with recommended practices to promote meaningful parent, student, and community engagement in developing the LCAP. These include:

- Developing a Culture of Authentic Parent Engagement & Shared Decisionmaking: <https://caljustice.egnyte.com/dl/sqCuuwXO74>
- LCFF Student & Parent Engagement Toolkit: <http://caljustice.org/lcffengagement/>
- <http://lcapwatch.org/resources/>
- <http://www.healthhappenshere.com/what-can-districts-do-improve-communications-community-outreach>
- <http://www.healthhappenshere.com/lcff-parent-involvement>
- <http://www.healthhappenshere.com/lcff-student-engagement>

Final thoughts districts should consider on meaningful stakeholder engagement?

Districts should actively seek input from all stakeholders in the community in multiple ways. In addition to responding to written comments from the Parent Advisory Committee and English Learner Parent Advisory Committee, districts must consult students, staff, and members of the public in the development and approval process of the district plan. Districts should also communicate clearly what standards they will use in evaluating community input and deciding how to incorporate it into the district's proposed LCAP. These steps are essential to comply with LCFF's legal requirements and to demonstrate to the community that engagement efforts are authentic. Most importantly, meaningful engagement will result in a more robust LCAP and education plan with better outcomes for students.

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