



Frequently Asked Questions about Community Engagement Requirements

Parent Advisory Committee (PAC)

Q: My district says it will form an “LCAP advisory committee.” Is this the same as the PAC?

A: **Maybe.** The specific name of the committee is less important than how it operates. PACs must include a strong majority of parents/guardians. The PAC also must include parents/guardians of low-income students, English learners, and foster youth. Additionally, the PAC must be involved in advising the district on LCFF implementation, must be given the opportunity to submit written comments about the proposed LCAP, and the district must respond in writing to those comments. If the committee does not meet these requirements, the district will have to create another committee (or use an existing parent committee) to comply with the PAC requirement.

* * *

Q: My district formed an advisory committee in the fall consisting mostly of school district employees like teachers and administrators and members of community and business groups. Is this okay?

A: **No,** because a majority of the members of the PAC must be parents or guardians of students. The district must form another committee to comply with LCFF’s requirements for the PAC. It is possible that the district plans to create a separate PAC and will use the “advisory committee” that was formed in the fall as a way of consulting with an array of stakeholders in developing the proposed LCAP, which is a separate legal requirement.

* * *

Q: My district formed an advisory committee in the fall that came up with written suggestions for the LCAP in January, before the district had released a draft LCAP. The district says that the advisory committee will not meet again. Is this okay?

A: **No.** This advisory committee does not satisfy LCFF’s PAC requirement which requires the district to submit the proposed LCAP to the PAC and respond to any written comments. Therefore, the district must form another committee to comply with LCFF requirements. It is possible that the district plans to create a separate PAC and will use the “advisory committee” that was formed in the fall as a way of consulting with an array of stakeholders in developing the proposed LCAP, which is a separate legal requirement.

* * *

Q: My district says it will not form a PAC and will instead seek input on the draft LCAP from the entire community. Does that comply with the statute?

A: **No.** Districts must establish a PAC that includes parents/guardians, give the proposed LCAP to that committee for comments, and respond in writing to any comments it receives from the parent committee.

* * *

Q: My district says it will not form a PAC because it already has a DELAC that includes parents and will submit the LCAP to the DELAC for comment. Does that comply with the statute?

A: **No.** The statute clearly requires that districts have two separate committees—a PAC and an English learner parent advisory committee—and respond in writing to any comments they receive from *each* committee about the draft LCAP. An existing DELAC may serve as the English learner parent advisory committee, but the district must establish a separate PAC.

* * *

Q: My district is forming a PAC that includes people other than parents. Is that okay?

A: **Yes.** The PAC, however, must include members a majority of whom are parents or guardians of students in the district, and the PAC must also include parents or guardians of high-need students. Beyond that, the statute does not prohibit the district from including other people on the committee.

* * *

Q: My district formed a PAC, but it does not include any parents of low-income students or English learners or guardians of foster youth. Is that okay?

A: **No.** The PAC must include parents or guardians of high-need students.

English Learner Parent Advisory Committee

Q: Does my district have to form an English Learner Parent Advisory Committee?

A: **It depends** on what percentage of the student body is English learners. If 15% or more of the district's students are English learners, the district must have an English Learner Parent Advisory Committee to comply with LCFF's requirements.

* * *

Q: More than 15% of my district's students are English learners, but the district says it will not form an English Learner Parent Advisory Committee because the PAC includes parents of English learners. Does that comply with the statute?

A: **No.** The statute requires that districts have two separate committees—a PAC and an English learner parent advisory committee—and respond in writing to any comments they receive from *each* committee about the draft LCAP.

* * *

Q: My district is forming an English Learner Parent Advisory Committee that includes people other than parents. Is that okay?

A: The English Learner Parent Advisory Committee must include a strong majority of members who are parents or guardians of English learner students. Beyond that, the statute does not prohibit the district from including other people on the committee.

Using Existing Committees as PAC or English Learner Parent Advisory Committee

Q: My district is not creating a new committee for the PAC (or English Learner Parent Advisory Committee) and is going to use an existing group instead. Is that okay?

A: **It depends.** LCFF allows districts to use existing committees, but only if they meet the requirements for the PACs under LCFF. This means the existing committee must include a majority of parents and parents of high-need students. For English learner parent advisory committees, this means that the existing committee must include a majority English learners' parents.

Membership on the PAC or English Learner Parent Advisory Committee

Q: My district is creating a new PAC (or English Learner Parent Advisory Committee). Do the members have to be elected by parents or can they be appointed by the district?

A: LCFF does not address whether the committee members are elected or appointed. But because most other advisory committees require election of parent members and LCFF is premised in meaningful parent input in developing the LCAP, districts should allow for elections of parent members of any newly created PACs or English Learner Parent Advisory Committee.

* * *

Q: My district has decided to use an existing committee as its PAC (or English Learner Parent Advisory Committee). Do the members have to be elected by parents or can they be appointed by the district?

A: **It depends.** If the district uses an existing committee, it must comply with any legal requirements for that existing committee. The rules for many existing advisory committees that have parent members require that parent members be elected by other parents (*e.g.*, District Advisory Councils and District English Learner Advisory Councils).

Oral and Written Translation

Q: Do I need to provide oral interpretation and translated documents at the PAC or English Learner Parent Advisory Committee meetings?

A: **It depends.** To the extent either committee is comprised of parents who speak limited English, the district has a responsibility to enable them to meaningfully participate. Thus, districts should provide oral and written translations to enable limited-English proficient members to participate. In addition, where the district has 15% or more students that speak a primary language other than English, all notices and documents provided to parents must be translated into that primary language. As a document intended for community consumption, the LCAP and any summary documents should be translated. Further, districts must accept responses in either English or the primary language.

Finding Information About How the District Will Comply With Stakeholder Engagement Rules

Q: I don't know about the advisory committees my district has created or other ways to provide input on the LCAP. What should I do?

A: Districts should be transparent about how they will comply with LCFF's requirements for stakeholder engagement in developing the LCAP, including clearly saying which groups will serve as the PAC and English learner parent advisory committee (if one is required), how members in those parent advisory committees are selected, and any other process or effort the district will use to seek public input and consult with stakeholders to develop the LCAP. Clarity about the different ways the district will seek public input—and the standards the district will use to determine how to use that input in developing the LCAP or annual update—is important to ensure that LCFF implementation is successful.

If you would like more information to determine how your district plans to comply with the PAC requirements under LCFF, you should submit a written request asking the district to identify the committees that it has established or will use to develop the LCAP, the committees that it has established or will use to satisfy the statutory requirements for the PAC and DELAC, and what other avenues for public input the district will establish to consult with stakeholders and ensure meaningful public engagement in the LCAP process.