

The Second Layer: Delving Deeper Be a Voice with Your Student Local Control Accountability Plans & Arts Education

The purpose of this, the second informational guide on Local Control Accountability Plans (LCAP's) and arts education in California, is to assist educators in deepening their understanding of their own school district's LCAP and its scope of impact on arts education.

Included here are a set of guiding questions and potential answers to help educators navigate this new funding system.

For an introductory overview of LCAP, please consult LCAP Awareness: BE A VOICE WITH YOUR STUDENT, the first in this series of arts education LCAP assistance guides create through a collaboration of California's arts education professional organizations California Art Education Association, California Educational Theatre Association, California Dance Education Association, California Music Education Association, and The California Arts Project.



www.caea-arteducation.org



www.cdeadance.org



www.cetoweb.org



www.calmusiced.com



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www.csmp.ucop.edu/tcap

LCAP Process: Overview of the School District's Process

Each year all California school districts must submit their LCAP to their county office of education by June 30 for review. Each county office of education has the responsibility to assure that the district has the funding in place for their plan; the county's role is not to oversee the implementation of stated goals. The district's board of trustees is then responsible to make sure that district leadership implements the reviewed plan as it is written.

The process for the creation of each district's LCAP will vary from district to district but all districts must complete the LCAP and Annual Update Template each year through

- Identifying and incorporating school-specific goals related to state and local priorities from the school plans submitted (Ed. Code Section 64001)
- Sharing the LCAP and requesting input from school site-level advisory groups.

Aside from presenting an LCAP to Parent Advisory Committee (PAC) members, districts must hold two public hearings on their proposed LCAP.

The first of these hearings is to present the LCAP to the community at-large; the second is to approve the final LCAP and its supporting budget.

It is important to locate your district's LCAP's timeline and be aware of when the presentations and hearing will take place. The public presentations and hearings are key opportunities for community members and content experts to give feedback on the LCAP.

Delve Deeper:

The Chula Vista Elementary School District has a web page that includes not only the dates and locations of their community forums, but also a Questions and Answers section.

<http://www.cvesd.org/DISTRICT/Pages/LCFF.aspx>



Arts Educators' Role in LCAP: Voice, Share, Consult

What can you do as an arts educator in your district to ensure the three groups of students (low income, ELL, and foster youth) for whom districts receive LCFF funding, have equitable access to a standards-based, sequential arts learning environment?

As an arts educator, your role is to

- be a voice for the transformative impact that arts education has on all students
- share your unique expertise to ensure quality arts education for all students
- consult with students, parents and community members in sharing their voice with district leaders, and

Understand the Process of Developing the LCAP at Your District

The process for the creation of each district's LCAP will vary from district to district, but here are some resources to help guide your understanding.

<http://lcff.wested.org/making-a-plan-to-develop-the-lcap/>

<http://lcff.wested.org/wp-content/uploads/2014/03/LEA-Planning-Cycle.pdf>

<http://lcff.wested.org/wp-content/uploads/2014/03/LCAP-Plan-Preparation.pdf>



Become Involved with the LCAP Update in Your District

First, find the access points.

Second, learn about your district's LCAP process.

Deepen your understanding by exploring the "Delve Deeper" boxes.

Knowing the Other Stakeholders

Ask yourself these questions:

- Are there formal stakeholder meetings that you can attend at the school site or district level?
- Are there administrative personnel that you can meet with to ask questions and with whom you can give input?
- Who is on your district's Parent Advisory Committee (PAC)?

Delve Deeper

Examples of district personnel who should carry knowledge and responsibilities for LCAP development and implementation:

- Assistant Superintendents of Business Services
- Director Educational/Instructional Services
- Director Student Services
- Directors or Curriculum and Instruction.

If you have a Visual & Performing Arts Director, Coordinator, or Visual & Performing Arts Resource Teacher, that's also an excellent place to begin your involvement.

Delve Deeper

Are there parents with children in arts education courses on the Parent Advisory Committee?

Booster club parents and PTA members with arts interest can be important, critical voices for arts education on the PAC, and your role could include finding suitable candidates.



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District LCAP Review Process

Districts are required by law to respond, in writing, to any questions and comments that the PAC (Parent Advisory Committee) and the DELAC (District English Learner Advisory Committee) raise in regards to the proposed LCAP.

During the LCAP review process, the PAC and DELAC will be the conduit through which you can get answers from your school district. It is important to find out who is on these committees, and to engage and work with them during this review process.

It's important to find out who is on your district's DELAC, as these stakeholders hold significant influence in this process.

Large districts will probably have a Director of an English Language Development/Language Acquisition who is responsible for the district's DELAC.

In smaller districts, this responsibility may fall to a Director of Curriculum and Instruction or Assistant Superintendent.

Some districts list their PAC/DELAC members on their website, in the area related to LCFF.

Delve Deeper

Do you have English Language Learner students?

Consider finding parent candidates for the DELAC.



Learning More About LCAP & Your District

How do you find out about the amount of funding your District receives?

Go to this website to see the estimates of the amount of funding your district receives.

<http://fairshare4kids.org/>

(These numbers are Education Trust—West’s estimates)

How can you find out about your school’s sub-populations and their needs and how your district’s LCAP is addressing those needs?

Consider asking a district director of student services, ELD director, or school site staff with similar responsibilities.

How can you find out how the District decides to implement the LCAP?

Ask your district financial services department for their required financial report on LCAP implementation.

What is the School Board’s Policy on Arts Education?

Your district should have board policy on arts education.

Consider searching your district’s board documents (usually found online).

If your district lacks a policy, consider asking that one be drafted for approval.

Delve Deeper

The California Department of Education maintains many reports on demographics broken down by district and school that’s available here:

<http://www.cde.ca.gov/ds/sd/>



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Here are additional questions that will assist you in digging deeper into your district's LCAP.

What are the District's goals to address the "conditions of learning"?

http://cshca.wengine.netdna-cdn.com/wp-content/uploads/2014/03/LCFF-Factsheet_School-Climate_FINAL.pdf

What are the District goals to address parent and student "engagement"?

<http://lcff.wested.org/stakeholder-engagement/>

http://downloads.capta.org/edu/e-school-finance/NationalStandardsAssessmentGuide-CAPTA_Asssment%20Guide.pdf

http://cshca.wengine.netdna-cdn.com/wp-content/uploads/2014/03/LCFF-Factsheet_Student-Engagement_FINAL.pdf

Watch for the upcoming Part 3 of LCAP Resources for arts educators and find out the importance of a district strategic arts education plan in supporting sequential, K-12 art education for all students.

