

BE A VOICE WITH YOUR STUDENT

What is LCAP & LCFF?

California's new funding law replaces the previous K-12 finance system with a new Local Control Funding Formula (LCFF). The LCFF requires each school district to create and update a Local Control and Accountability Plan (LCAP) with important input from all stakeholders including parents, students, community members, school employees and other stakeholders.

As the instructor and content expert in your arts discipline, you are the voice of your students' educational needs. The LCAP specifically addresses eight priorities to improve student college and career readiness in your district. It gives your district more flexibility for program funding and provides extra funding for students with greater challenges.

What do your students need to succeed?

It is time for our educational system to get back on its feet after the great recession. The LCFF and LCAP provide each school district the funding opportunity to guarantee each student is college and career ready.

Inclusion of arts education is essential as defined by the California Ed Code, so as a stakeholder, it is our job during LCAP meetings to represent our students' need for greater access to arts education to achieve LCAP goals.

What is my role as a stakeholder and content expert?

Being involved in LCAP advisory meetings, allows arts educators to represent and improve issues of equal access to arts education, particularly for socio-economically disadvantaged students, English learners and Foster youth.

Support Your Student and Parents:

- Look up your district's LCAP.
- Find out if your district has an Arts Education Strategic Plan.
- Visit your arts education organization online for more information about your specific discipline and how you can best participate in the LCAP process.



www.caea-arteducation.org



CDEA

California Dance Education Association

www.cdeadance.org



ndeo

National Dance Education Organization



www.cetoweb.org



www.calmusiced.com



The California Arts Project



www.csmp.ucop.edu/tcap

COMMUNICATE HOW ARTS EDUCATION ACHIEVES THE GOALS OF THE 8 PRIORITIES!

A. Conditions of Learning:

- **Basic:** Degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). **(Priority 1)**
- **Implementation of State Standards:** Implementation of all academic content and performance standards and English language development standards adopted by the State board for all pupils, including English learners. **(Priority 2)**
- **Course Access:** Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. **(Priority 7)**

B. Pupil Outcomes:

- **Pupil Achievement:** Performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. **(Priority 4)**
- **Other Pupil Outcomes:** Pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. **(Priority 8)**

C. Engagement:

- **Parental Involvement:** Efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. **(Priority 3)**
- **Pupil Engagement:** School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. **(Priority 5)**
- **School Climate:** Pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. **(Priority 6)**

Consider these key questions when communicating with your district about arts education and the LCAP:

- What are the district's goal(s) to address state priorities related to "Conditions of Learning"?
- What are the district's goal(s) to address state priorities related to "Pupil Outcomes"?
- What are the district's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g. parent involvement, pupil engagement and school climate)?
- What are the district's goal(s) to address any locally-identified priorities?
- How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g. input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- What information (e.g. quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- What information was considered/reviewed for individual school sites?
- What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to Foster youth to achieve goals identified in the LCAP?
- How do these actions/services link to identified goals and expected measurable outcomes?
- What expenditures support changes to actions/services as a result of the goal identified?