



**IS ARTS EDUCATION IN
YOUR DISTRICT LCAP?**

Presenters

California Alliance

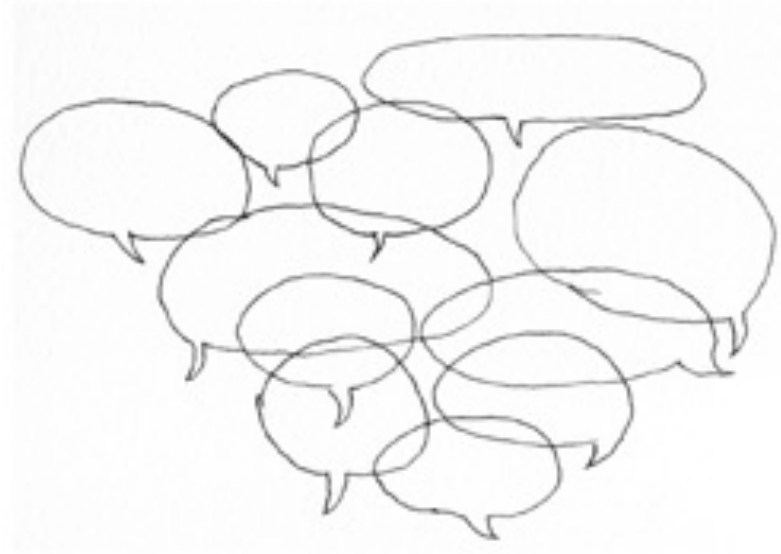
- **Sarah Brothers**, Field Manager
- **Robin Hampton**, Field Manager

Panelists

- **Lyn Cavanagh Olson**, Volunteer Arts Advocate
- **Celeste DeWald**, Pajaro Valley Unified School District Parent Volunteer
- **Chuck Neidhoefer**, Napa Valley Unified School District VAPA Coordinator

Ways to Participate


- Ask questions using the questions tab in your control panel
- Participate in a poll
- Download documents



Our Vision



Every public school student, pre-K through 12th grade, should have access to a quality education that includes the arts.



A POLICY PATHWAY: Embracing Arts Education to Achieve Title I Goals

CALIFORNIA ALLIANCE
FOR ARTS EDUCATION 



AT THE CROSSROADS OF THE ARTS AND EQUITY

CALIFORNIA ALLIANCE
FOR ARTS EDUCATION 

- Advance State Policy
- Promote Public Advocacy
- Build Local Coalitions

The Local Advocacy Network



- Advocate for inclusion of arts education in a district Local Control Accountability Plan
- Pass or update a District Arts Plan
- Undertake an assessment of district or county arts education resources and gaps

Local Control Funding Formula

LOCAL CONTROL & ACCOUNTABILITY PLAN

The **Local Control Funding Formula (LCFF)** increases school funding and directs more resources to CA's highest-need students. It requires districts to develop **Local Control and Accountability Plans (LCAPs)** that establish annual goals for all students, describe what actions will be taken to achieve these goals, and detail how funds will be spent to increase or improve services.

STATE PRIORITIES

Districts must set annual goals in 8 State Priority areas

- 1 **Basic Necessities** *Qualified and properly assigned teachers, sufficient instructional materials, facilities in good repair*
- 2 **Implementation of Common Core State Standards**
- 3 **Parental Involvement**
- 4 **Student Achievement** *Statewide assessments, API, EL reclassification rate, college preparedness, etc.*
- 5 **Student Engagement** *Attendance rates, dropout rates, graduation rates, etc.*
- 6 **School Climate** *Suspension and expulsion rates, etc.*
- 7 **Access to Courses**
- 8 **Other student outcomes in subject areas**

LOCAL PRIORITIES

Districts can also establish local priority areas

PARENT ADVISORY COMMITTEES

Districts must establish **Parent Advisory Committees** to advise school boards and superintendents on LCFF implementation. These committees must include parents and guardians of students that are eligible for free or reduced-price meals, English learners, or foster youth. Furthermore, if English learners make up at least 15% of a district's enrollment and the school district enrolls at least 50 English learners, it must establish a **District English Learner Advisory Committee** which must include parents/guardians. Districts must present their LCAPs to these advisory committees for review and comment.

DISTRICTS MUST ADOPT LCAPS BY JULY 2014. LCAPS COVER 3 YRS. ARE UPDATED ANNUALLY. & MUST BE ALIGNED WITH THE DISTRICT BUDGET

GOALS are set under each priority area, for all students and for subgroups

SPECIFIC ACTIONS are described for each goal

PROGRESS TOWARDS GOALS AND EFFECTIVENESS OF ACTIONS ARE REVIEWED ANNUALLY

GOALS & ACTIONS ARE DETAILED FOR ALL STUDENTS AND FOR STUDENT SUBGROUPS AT THE DISTRICT AND SCHOOL LEVEL

STUDENT SUBGROUPS

Districts must set distinct goals for all **numerically significant** subgroups (at least 30 students, or 15 for foster youth).

Racial / Ethnic Subgroups:
Black or African American
American Indian or Alaska Native
Asian
Filipino
Hispanic or Latino
Native Hawaiian or Pacific Islander
White
Two or more races

Other Subgroups:
Socioeconomically disadvantaged
English learners
Students with disabilities
Foster youth



EXPENDITURES

Districts must list and describe the expenditures implementing the **specific actions** for each fiscal year.

Districts receive **supplemental and concentration** funds for English learner, low-income, and foster youth students. Districts must use this money to increase or improve services for these high-need students in **proportion** to the increase in funds they receive.

Questions? Email **Sally Chung** at schung@aclu-sc.org

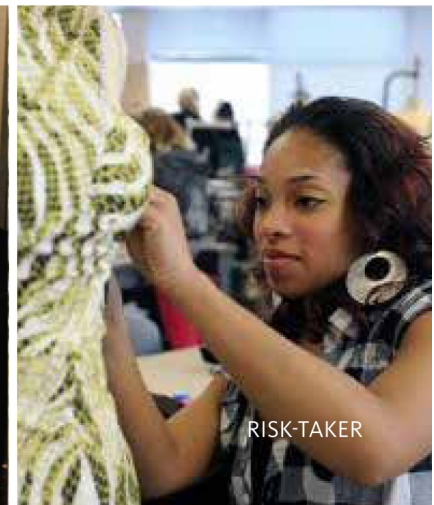
- Local control of district priorities and budgets
- Local school board in partnership with parents, teachers, students, community
- Additional funding for districts with foster youth, English language learners and low-income students

Local Control Funding Formula

- Student Engagement
- Parental Involvement
- School Climate
- Common Core Standards
- Broad Course of Study
- Student Achievement
- Pupil Outcomes
- Credentialed Teachers



THE ARTS BRING OUT THE BEST IN OUR STUDENTS



5 Examples of Arts Ed in District LCAPs

1. Create or update a District Arts Plan
2. Provide teacher training and curriculum support in the arts
3. Provide time for teachers to develop arts integrated lessons aligned with Common Core Content Standards
4. Purchase equipment and supplies
5. Hire certificated teachers

Resources and Tools



- Sample presentations, letters, and fliers
- Templates
- Advocacy Toolkits

INVEST IN ARTS EDUCATION TO HELP ALL STUDENTS SUCCEED

The Local Control Funding Formula (LCFF) offers a historic opportunity to invest in our children's future. Arts education aligns with LCFF goals and can help all our students succeed.



GOALS OF LCFF	BENEFITS OF ARTS EDUCATION
STUDENT ENGAGEMENT	Higher attendance rates and lower drop out rates ⁽¹⁾
PARENTAL INVOLVEMENT	Increased parent and community involvement ⁽²⁾
SCHOOL CLIMATE	Decreased disciplinary problems and positive student attitudes about their classroom. ⁽³⁾
COMMON CORE STANDARDS	The arts have a central and essential role in achieving the finest aspects of the common core. ⁽⁴⁾
RESULTS CENTER FOR STUDIES	Theater, dance, music and the visual arts are a valued part



Lyn Cavanagh Olson

Pajaro Valley Unified School District

Lyn lives in Aptos, California where she is involved in community arts classes and organizations after retiring from the Pajaro Valley Unified School District as a teacher and VAPA/GATE Coordinator. Her classroom experience taught her the value of the arts in teaching core subjects as well as helping students build confidence in their own creativity and art abilities. Her advocacy work is aimed at bringing high quality arts education to all teachers and students in Santa Cruz County including her eleven year old granddaughter!



Celeste DeWald

Pajaro Valley Unified School District

Celeste DeWald lives in Watsonville, California, where her family has lived for five generations. Her daughters attend a charter school in the Pajaro Valley Unified School District with an active arts and music program. Her family is involved in several community and after-school activities, including drama, dance, music, and the martial arts. Celeste became a volunteer advocate for arts education in the Pajaro Valley Unified School District because she believes that all children should have access to the visual and performing arts and the positive effects that result from these creative experiences.



Chuck Neidhoefer

Napa Valley Unified School District

Chuck is the Coordinator of Visual & Performing Arts for Napa Valley Unified School District. His recent appointment followed the adoption of an Arts Education Master Plan by the NVUSD Board of Education. The Plan has received state-wide attention for its model of public/private partnership. Previously, Chuck had led the implementation of the district's first federal magnet grant and overseen the authorization process for the district's charter schools.

Questions?



More Information

Resources

- **LCFF Toolkit** <http://artsed411.org/lcff>
- **CA Arts Ed Data Project**
<http://www.createca.dreamhosters.com/artsed-dataproject>

Contact

- **Sarah Brothers** sarah@artscouncilsc.org
- **Robin Hampton** robin@artsed411.org
- **Lyn Cavanagh Olson** lynolson@sbcglobal.net
- **Chuck Neidhoefer** cneidhoefer@nvusd.org