

## Overview of the Arts Education LCAP Template

The new Local Control Funding Formula is an opportunity for local education agencies (LEAs) to identify and fund local priorities. Arts for LA, the California Alliance for Arts Education, and Los Angeles County *Arts for All* have created this document to assist LEAs in including arts-related strategies in their Local Control Accountability Plans (LCAPs).

### *Creating the Template*

The sample goals, outcomes, actions and services, and metrics contained in the Arts Education LCAP Template were developed by a collaborative of school district leaders and community partners from across Los Angeles County. Participants included district superintendents, assistant superintendents, school board members or advisors, district arts coordinators, teachers, and community arts organizations.

Participants identified broad district goals, current successful arts education actions/services, desired arts education actions/services, and identifiable metrics of success. This information was compiled and recurring themes were identified to create this resource tool.

### *Using the Template*

This document is a practical example of *how* arts education strategies may be written into an LCAP. It is not an exhaustive list of all arts-related programs and services that districts can employ to meet LCFF priorities. Instead, it provides practical language aligned with the LCAP template that may be used as a jumping-off point as LEAs consider the role of the arts in addressing local needs.

### *Supporting Research Information*

The role of the arts in improving student outcomes has been widely studied and a strong body of research has emerged that demonstrates student learning in and through the arts. The following are two research-based documents that can serve as a supporting tool to this template:

1. **Preparing Students for the Next America: The Benefits of an Arts Education:**  
<http://www.aep-arts.org/wp-content/uploads/2013/04/Preparing-Students-for-the-Next-America-FINAL.pdf>
2. **Arts Education Navigator Facts and Figures:**  
[http://issuu.com/americans4arts/docs/afta\\_navigator\\_facts-and-figures/1?e=2915314/1587929](http://issuu.com/americans4arts/docs/afta_navigator_facts-and-figures/1?e=2915314/1587929)

### *Questions*

The Arts Education LCAP Template was created in partnership with Arts for LA, the California Alliance for Arts Education, and Los Angeles County *Arts for All*. For additional information or guidance on how to use this document, please contact these partners.



## Arts Education Strategies for LCAP Priorities

District leaders and community partners are invited to use this document as a starting point for developing arts education strategies that address local goals and state Local Control and Accountability priorities. This document was informed by a collaborative of school district leaders across the Los Angeles region. Tables are organized by state priority and provide combinations of goals, outcomes, actions/services and corresponding metrics. These goals, actions/services, and metrics are intended to serve as examples and we encourage you to adapt these ideas to address other local goals not identified in this document. In keeping with LCFF guidelines, it is highly recommended that this tool be used in conjunction with existing arts education strategic plans and other school site plans.

This document was created in partnership with Arts for LA, California Alliance for Arts Education, and Los Angeles County *Arts for All*. Additional resources and supporting research can be found at each of the sites listed below.

<b>TEMPLATE OVERVIEW</b>	
<i>Tables are organized by state priority areas and are guided by the following definitions of each term, adapted by guidelines provided by WestEd: <a href="http://lcff.wested.org/">http://lcff.wested.org/</a>.</i>	
<b>GOALS</b>	Goals are defined as the “big picture” issues or priorities that LEAs would like to address.
<b>OUTCOMES</b>	Outcomes are defined as “what success would look like” if the goals were met.
<b>ACTIONS/SERVICES</b>	Actions and services are defined as the specific programs and services that could be implemented to achieve goals.
<b>METRICS</b>	Metrics are defined as the measures by which to quantify and evaluate the success of the actions and/or services.

<b>State Priority: Pupil Achievement</b>			
	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>GOAL:</b> <b>English Language and Cultural Literacy for All Students</b>	Established early intervention practices for English language learners (ELL).	Ensure that all ELL students have access to intervention programs including arts courses that can help develop their language skills through mediums such as theatre arts.	Number of hours per week in art instruction for ELL students.
	Improved rates of ELL reclassification.		Number of ELL reclassifications.
	Students are highly literate in media/technology.	Provide media arts training for teachers.	Percentage of classrooms using technology for media arts.
		Partner with arts organizations specializing in media arts.	Number of classrooms engaging in available arts partnerships.
		Create media arts course tracks for students in the school day and after school.	Number of students enrolled in media arts courses.
		Ensure use of technology is including in arts instruction.	Number of art lessons that incorporate the use technology.
	Students have an understanding and respect for cultural diversity.	Partner with culturally diverse arts organizations to deliver artist residencies in classrooms.	Number of students with access to artist residency program.
		Partner with local arts institutions to provide field trip experiences to cultural centers.	Funding for and specified number of art related field trips per year.

**State Priority: Pupil Achievement**

	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>GOAL:</b>  <b>College and Career Ready Students</b>	Students have classroom experience that provides a bridge to workforce readiness.	Establish high school internship programs with local creative businesses and organizations.	Number of district-wide creative sector partnerships per year.
			Number of students completing high school internships.
	All students have access to the needed courses to complete A-G requirements.	Clear pipeline and pathway for college-bound students to complete the “f” requirement of A-G through access to visual and performing arts courses.	Number of high school students meeting all A-G requirements.
			CBED data on the number of arts courses available and the number of students enrolled in arts classes.
	All students have access to the needed courses to complete high school graduation requirements.	Collaborative trainings between middle and high school counselors to facilitate student and parent understanding of high school graduation requirements.	Personnel investment in hiring and training.
			Number of parent information sessions.

Education Code Article 3. Course of Study, Grades 7-12, 51220 (g): Visual and performing arts, including, dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

Education Code Article 3. Course of Study, Grades 7-12, 51228 (b): Districts are encouraged to provide all pupils with a rigorous academic curriculum that integrates academic and career skills, incorporates applied learning in all disciplines, and prepares all pupils for high school graduation and career entry.

<b>State Priorities: Pupil Engagement &amp; Pupil Outcomes</b>			
	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>GOAL: Highly Engaged Students at All Grade Levels</b>	Improved graduation rates for high need student groups.	Provide in-school and after-school arts engagement opportunities for high need students.	Graduation rates for high need student groups.
	Decreased student suspension/expulsion rates at all grade levels.	Provide access to creative arts courses for students with behavioral issues.	Suspension/expulsion rates.
	Improved pupil achievement scores on learning assessments among high need student groups.	Provide access to courses of study in arts disciplines for high needs student groups.	Pupil achievement scores assessment each year.
	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>GOAL: Creatively-Minded and Engaged Students</b>	Students who are strong problem solvers.	Project-based arts learning opportunities in upper elementary, middle, high school, and continuation schools.	Number of project based learning units that include arts activities.
	Globally minded and socially responsible students.	Expose students to cultural experiences through arts-based residencies and live performances in partnership with community arts organizations.	Number of art related field trips per year and/or school artist residencies.
		Instruction that includes the study of different cultures and time periods. Students create works of art that convey social and historical perspectives.	Number of units that include art making inspired by different cultures and time periods.

**State Priorities: Course Access & Implementation of Common Core State Standards**

	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>GOAL:</b>  <b>Equitable Access to Arts Education</b>	Equitable access for all students to sequential, articulated instruction in five art disciplines: visual, dance, music, theater, and media arts.	Increase the number of itinerate arts instructors for all grade levels K-12.	Ratio of students to arts instructors by grade levels.
		Partner with community art providers to collaborate on classroom and after-school arts programming.	For each art discipline, percentage of student receiving sequential, articulated instruction.
	At risk and high need students have equitable access to arts programs.	Expand course offerings within the school day to include access to arts instruction in media arts, visual arts, dance, theatre, and music to all students in all grade levels.	Identified courses and established number of hours for at risk and/or high need students to participate in arts education courses.
		Create a master schedule that provides at risk students with opportunities to take arts classes.	
		Prioritize arts classes as an intervention strategy for at risk and high need students.	
Consistent arts integration practice across disciplines.	Provide year-round professional development for non-arts teachers to learn arts integration strategies to use across curriculum and instruction.	Number of hours teachers reported using arts integration strategies.	
		Number of Project Based Learning units per grade level that include the arts.	

Education Code Article 2. Course of Study, Grades 1-6, 51210 (e): Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

Education Code Article 3. Course of Study, Grades 7-12, 51220 (g): Visual and performing arts, including, dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

Education Code Article 3. Course of Study, Grades 9-12, 51225.3 (E): One course in visual or performing arts, foreign language, or, commencing with the 2012-2013 school year, career technical education.

**State Priority: School Climate**

	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>GOAL: Healthy, Safe and Thriving School Environment</b>	Strong STEAM based curriculum (science, technology, engineering, art, and math).	Joint professional development for STEAM teachers to implement interdisciplinary, project-based learning that teaches transferable competencies in all core subjects.	Utilization of the Buck Institute for Education rubric for Project Based Learning <sup>1</sup> .
			Number of at risk and/or high need students enrolled in arts courses.
	Students feel a sense of pride for their school and their efforts in the classroom.	Facilitate performances, exhibitions, and publication opportunities for students to share their artistic endeavors with peers, parents and the community.	Established number of showcases per year.
			Improve access to virtual showcase opportunities through district or school site websites.

<sup>1</sup> Buck Institute for Education rubric describes Critical thinking, Collaboration, Communication and Creativity in the context of Project Based Learning <http://bie.org/>.

<b>State Priority: Basic Services</b>			
<b>GOAL:</b>	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>Teacher Assignment and Facilities Improvement</b>	Students have appropriate supplies and facilities for arts education courses.	Match existing facilities and instructional supplies to meet student-learning goals.	Reporting by teachers that supplies and facilities match course objectives.
	Strong arts faculty across school sites.	Hire credentialed arts instructors in specific arts disciplines.	Number of arts staff is adequate to provide arts course offerings.
		Partner with community arts providers to contract teaching artists.	Secured partnership contracts with community arts providers to meet site arts objectives.

<b>State Priority: Parent Engagement</b>			
<b>GOAL:</b>	<b>OUTCOMES</b>	<b>ARTS EDUCATION ACTIONS &amp; SERVICES</b>	<b>METRICS MEASURES</b>
<b>Thriving and Meaningful Parent Engagement</b>	Parents understand and utilize avenues to increase their involvement in their student's learning.	Facilitate performances, exhibitions, and publication opportunities for students to showcase their artistic endeavors with peers, parents and the community.	Parent attendance at student art showcases.
		Create a community arts education advisory committee to support the district's arts education plan and programs.	Number of parent engaged on arts committee and specific actions taken.