



Webinar: *Arts Education Strategies in California LCAPs*

CALIFORNIA ALLIANCE
FOR ARTS EDUCATION



 ARTS FOR LA

HOSTS

Cristina Pacheco

Director of Programs, Arts for LA

Megan Kirkpatrick

Senior Manager, Arts for All

Sandy Seufert

Advocacy Coach, California Alliance

Sibyl O'Malley

*Director of Communications and
Community Engagement, California Alliance*

GUESTS

Lauren Shelton

*VAPA Resource Teacher, Chula Vista
Elementary School District*

Pat Wayne

Program Director, CREATE CA



Ways to participate:

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



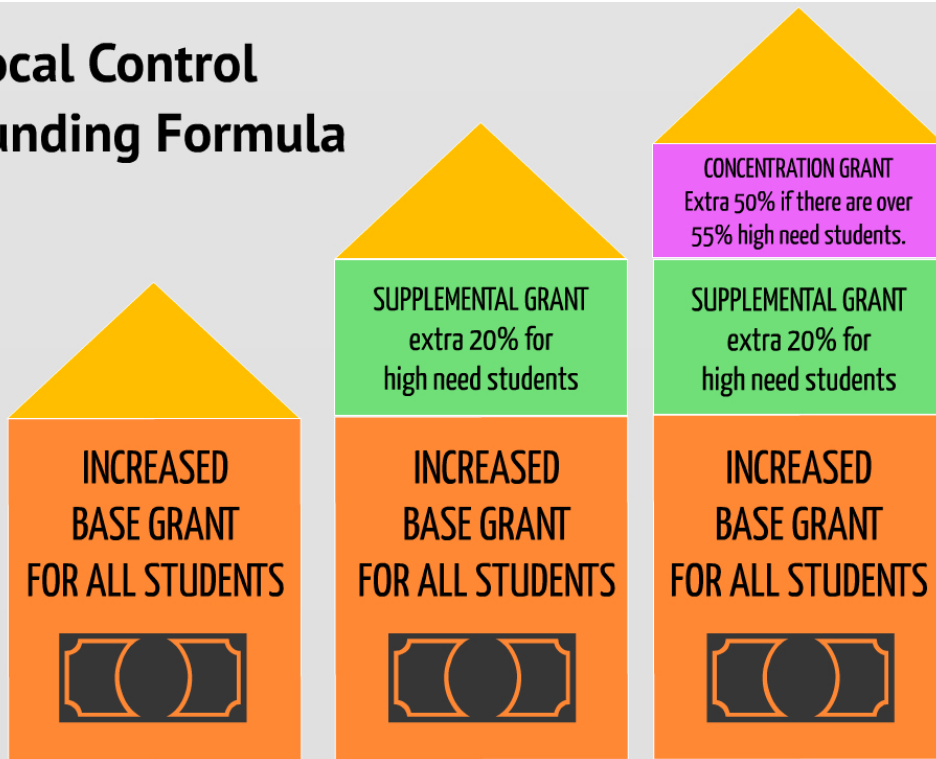
Agenda:

1. Overview of California School Funding Policy
2. Resources for Advocacy
3. Arts Strategies in California LCAPs Document
4. Case Studies: Chula Vista and Anaheim City
5. Next Steps

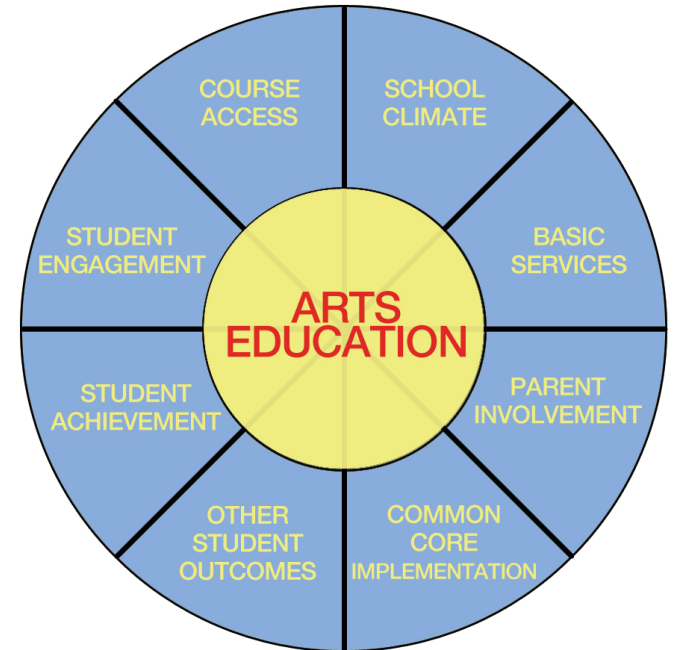
ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs

An LCFF & LCAP Road – 2013 to now

Local Control Funding Formula



All schools will receive more funding under LCFF



ARTS EDUCATION STRATEGIES IN CALIFORNIA LCAPs

Resources:



Leave Behind



Letter to School Board

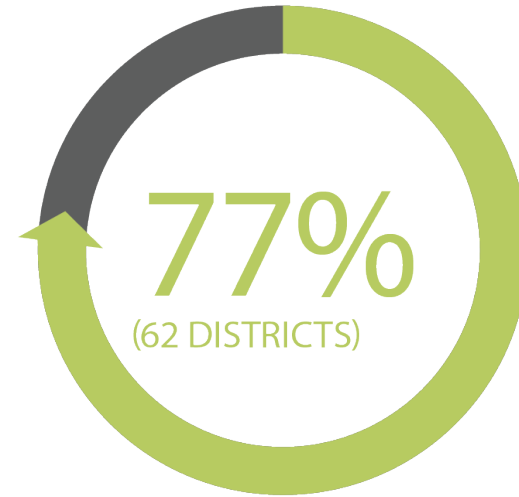
LCFF Arts Education LCAP Template Page 6

State Priority / Pupil Achievement	OUTCOMES	ARTS EDUCATION ACTIONS & SERVICES	METRIC MEASURES
GOAL: English Language and Cultural Literacy for All Students	Established early intervention practices for English language learners (ELL) Improved rates of ELL reclassification Students are highly literate in media/technology	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 Provide media arts training for teachers Partner with arts organizations specializing in media arts Create media arts course tracks for students in the school day and after school Ensure use of technology is including in arts instruction Partner with culturally diverse arts organizations to deliver after-school experiences in classrooms Partner with local arts institutions to provide hands-on experiences to cultural centers	Number of hours per week in art instruction for ELL students Number of ELL reclassifications Percentage of classrooms using technology for media arts Number of classrooms engaging in available arts programming Number of students enrolled in media arts courses Number of art lessons that incorporate the use of technology Number of students with access to after-school program Funding for arts specified number of art-related field trips per year

LCAP Template

ARTS EDUCATION STRATEGIES IN CALIFORNIA LCAPs

LA County LCAP Research (2014)



of LCAPs
mention
the arts

ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs

Orange County LCAP Research (2014)

28

School Districts
in Orange County

75%

of LCAPs
mention the arts

ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs



**5 EXAMPLES
OF ARTS EDUCATION
IN DISTRICT LCAPS**

2015

**ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs**

3. Provide Time for Teachers to Develop Arts Integrated Lessons Aligned with Common Core Content Standards

La Habra is a small, diverse district in northern Orange County composed of elementary and middle schools with 41% English Language Learners. In an effort to close the achievement gap between ELL students and other students, the district will invest in professional development that gives teachers time to develop Project Based Learning lesson plans,

Identified Need and Metric	Description of Goal	Subgroups, Schools Affected	Annual Update: Analysis of Progress: What will be different/improved for students?	Actions and Services	Funding Source	State Priorities
LA HABRA CITY SCHOOL DISTRICT						
<p>Need: Not all of our students are grade level proficient and an achievement gap exists between subgroups.</p> <p>Metric:</p> <ul style="list-style-type: none"> a. State Assessments b. District Benchmarks <p>K-2:</p> <ul style="list-style-type: none"> • Developmental Reading Assessment (DRA) • Basic Phonics Skills Test (BPST) • Writing • Mathematics • Sight Words • Presentation Rubrics 	<p>Goal #1 Academic Excellence All Schools will meet or exceed the accountability requirements for students' academic proficiency.</p>	All, All	<p>Years 1-3: All students will experience improved teaching and learning aligned to the Common Core that promotes 21st skills.</p> <p>Baseline data will be gathered and improved upon for State Assessments.</p> <p>Students will demonstrate progress on District Benchmarks.</p> <p>Students will demonstrate academic proficiency through Technology Showcases and Project Based Learning presentations.</p> <p>The achievement gap for all sub groups will be reduced by an average of 6% in English Language Arts and Mathematics as measured by State Assessments and District Benchmarks.</p>	<p>Establish opportunities for innovative, authentic learning that supports the Common Core State Standards to include integration of Visual and Performing Arts (VAPA) and Science, Technology, Engineering, and Math (STEM).</p> <p>Years 1-3: Provide opportunities for teachers to collaborate and develop Project Based Learning experiences for their students that incorporate Visual and Performing Arts (VAPA) and Science, Technology, Engineering and Math (STEM) as applicable.</p> <p>Estimated costs: Title II \$10,000 (each year)</p>	Title II	Basic Services, Course Access, Implementation of Common Core State Standards, Other Pupil Outcomes, Student Achievement



2016 Arts Strategies in California LCAPs

Aim: Increase Student Participation in the Arts

District Highlight: Burbank Unified School District, Los Angeles County

45% White 40% Latino 5% Asian/Pacific Islander 4% Filipino 3% African American 11% English Learners 41% Free and Reduced Price Meals

Goal

Increase access to arts and music education K-12

State Priorities

Basic Services (1)
Implementation of State Standards (2)
Pupil Engagement (5)
Course Access (7)

Action/Services

Continue to add elementary music teachers
Provide weekly music instruction for students
Increase instructional minutes in music instruction for students
Implement components of the District Arts Education Plan
Provide additional funding to all secondary school sites for instrument repair and replacement
Increase available visual arts supplies and materials for students
Replace damaged or worn visual arts supplies and materials

Expected Annual Measurable Outcomes

Decrease current 818:1 ratio of students-to-elementary music teachers (grades 2-5)
Maintain 1200 minutes per year of music instruction for students in grades 2 and 3
Maintain 1600 minutes per year of music instruction for students in grades 4 and 5
Increase the number of visual and performing arts courses in grades 6-12 by 3%
Increase the number of students enrolled in secondary visual and performing arts courses by 5%
Decrease high school drop-out rate to 3.0%
Decrease district school suspension rate to 2.0%

STRATEGIES FROM ACROSS CALIFORNIA

Action/Services

Redlands USD

Provide one full-time employee to expand elementary strings program in grades 4-8

Westminster USD

Hire additional music and physical education teachers to support professional learning community work

Expected Annual Measurable Outcomes

Santa Ana USD

Increase number of students enrolled in VAPA courses by 5%

Galt Joint Union HSD

Increase number of students graduating with at least 1 year of credit in both World Language and a Visual and Performing Arts by 5%

ARTS EDUCATION STRATEGIES IN CALIFORNIA LCAPs

Elements of the Tool:

- 16 California school districts
- Arts strategies include goals, actions, metrics and demographic information
- Other actions and metrics used by other districts with the same goal
- Language directly from each district's LCAP

ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs

2016 Arts Strategies in California LCAPs

Arts Education Goals

Increase Student Participation in the Arts

Reduce the Achievement Gap for English Learners

Deepen Student Engagement & Improve School Climate

Foster a Balanced Educational Program for All Students

ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs

Interview:



Lauren Shelton
VAPA Resource
Teacher, Chula Vista
Elementary School
District

ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs

Aim: Foster a Balanced Educational Program for all Student

District Highlight: Chula Vista Elementary School District, San Diego County

69% Latino **12%** White **10%** Filipino **4%** African American **3%** Asian/Pacific Islander **35%** English Learners **51%** Free and Reduced Price Meal

Goal

Ensure that students engage in relevant, personalized learning experiences that integrate critical thinking, collaboration, communication, creativity and the use of technology. Ensure that all students are using 21st Century fluencies and are experiencing a balanced educational program that encompasses each curricular area (i.e. Visual and Performing Arts (VAPA), ELA/ELD, Mathematics, History/Social Science, Science PE/Health, and Technology)

State Priorities

Pupil Achievement (4)
Pupil Engagement (5)

Action/Services

Support implementation of Visual and Performing Arts Strategic Plan

Employ VAPA Resource Teacher/Project Specialist to oversee VAPA programming

Support teacher collaboration opportunities

Ensure all District-led professional development models reflect instruction aligned to the 4 C's (collaboration, communication, creativity and critical thinking)

Expected Annual Measurable Outcomes

Increased student engagement in all classrooms as observed by teachers, administrators, and parents

STRATEGIES FROM ACROSS CALIFORNIA

Action Services

Capistrano USD

Continued expansion of Career Technical Education pathways to reflect high wage/high demand careers

Hacienda La Puente USD

Master Scheduling for Equity of Access: Develop Master Schedule in order to provide support and intervention to increase low income and Latino students' enrollment in UC/CSU-aligned, A-G, honors, higher-level math and science, arts/VAPA and electives courses

West Covina USD

Increase number of A-G eligible courses

Expected Annual Measurable Outcomes

Capistrano USD

Early Assessment Program results will reflect a 3% increase over the prior year in students identified as "college ready"

Hacienda La Puente USD

Master schedules for grades 9-12 will reflect an increase in options and pathways for college and career readiness

Master schedules for grades 6-12 will reflect increased access to academic support courses

UC/CSU required course enrollment rates will demonstrate upward movement district wide and for each subgroup:
District: to 68% or higher; Hispanic: to 65.5% or higher; English Learner: to 64%; Low Income: to 65.5% or higher

Increase the UC/CSU course (A-G) completion rate for 2015-16 Graduates to 40% or higher

ArtsEducation LearningExchange

SAN DIEGO COUNTY 2016



HOSTED BY



Arts for
Learning
San Diego

PRESENTED BY



Wednesday, March 16 – El Sistema Pre-Workshop

Thursday & Friday, March 17 - 18 – School District Site Immersions

Thursday, March 17 – San Diego County Arts Education Celebration

Early bird registration until Feb 5 at www.artsedexchange.eventbrite.com

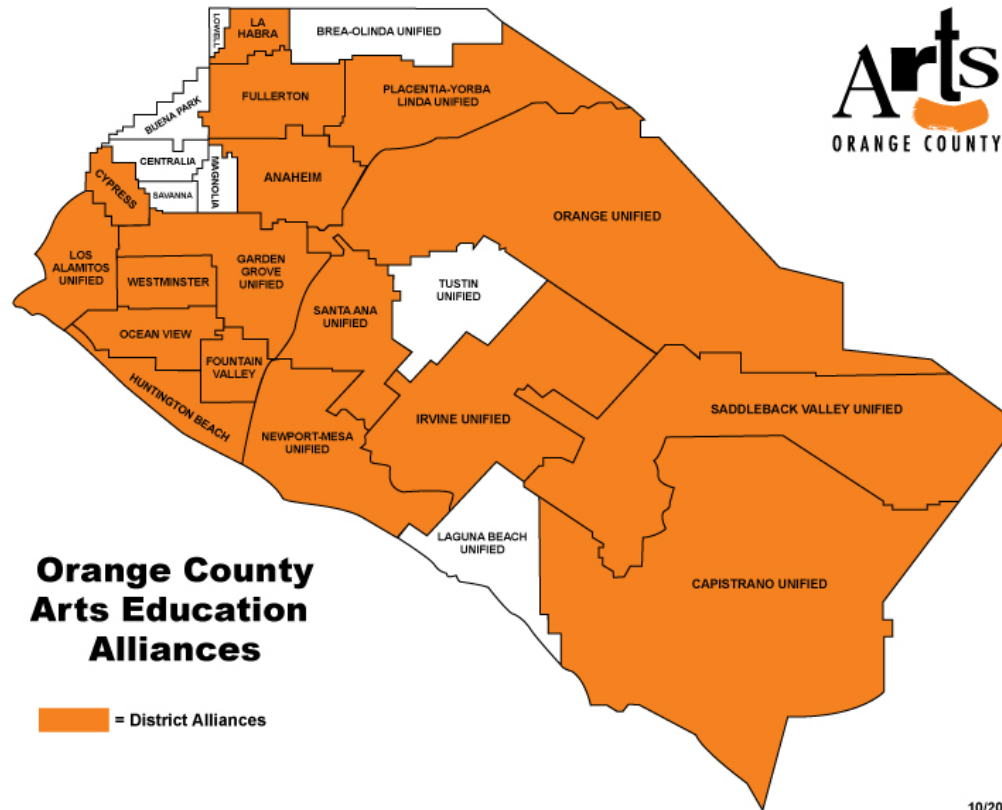
ARTS EDUCATION STRATEGIES IN CALIFORNIA LCAPs

Interview:



Pat Wayne
Program Director,
CREATE CA

ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs



10/2014

ARTS EDUCATION STRATEGIES IN CALIFORNIA LCAPs

Aim: Reduce the Achievement Gap for English Learners

District Highlight: Anaheim City School District, Orange County

87% Latino **5%** Asian/Pacific Islander **5%** White **2%** Filipino **1%** African American **58%** English Learners **86%** Free and Reduced Price Meals

Goal

To support academic success and prepare students for college and career, ensure that students receive a well-rounded, holistic education that includes core academic curriculum consisting of literacy, numeracy, social and scientific studies, visual and performing arts/music, bilingualism, technological competency, information literacy, and proficiency in the English Language

State Priorities

Pupil Achievement (4)
Other Pupil Outcomes (8)

Action/Services

67% of sites are implementing visual arts school wide through community arts partners Arts Attack and Meet the Masters and/or VAPA teachers

Hire additional music teachers

Expected Annual Measurable Outcomes

English Learners moving up a proficiency level on California English Language Development Test (CELDT)

English Learners attaining English Proficient Status on CELDT

The percent of Long Term English Learners will decrease from 15% to 12.5%

STRATEGIES FROM ACROSS CALIFORNIA

Action/Services

Compton USD

Integrate Visual and Performing Arts throughout the curriculum for English Learners

Improve graduation rates for all sub-groups through student engagement in the arts

Duarte USD

Provide weekly teacher collaborations at the elementary level through the addition of enrichment classes including but not limited to PE, art, music, science, literacy, computer skills

Expected Annual Measurable Outcomes

Compton USD

5% percentage point increase in the English Learners graduation rate from 50% to 55%

5% Increase in percentage of English Learners attaining English language proficiency from 24.1% to 25.3% as measured by Title III Annual Measurable Achievement Objective 2a

Duarte USD

All teachers will have participated in a minimum of three staff development days, monthly grade/ department meetings and weekly teacher collaborations, focused on identified needs of English Learners, students eligible for free and reduced prices meals and foster youth in English Language Arts, English Language Development and Math

Next Steps:

- Determine a specific ask
- Find out when community LCAP meetings will be held in your district
- Meet with the Superintendent
- Make the case to the School Board
- Join the Parent Advisory Committee



ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs



Questions?

ARTS EDUCATION STRATEGIES
IN CALIFORNIA LCAPs

The National Arts Ed Data Project: Arts Education Every Child, Every School Createca.net



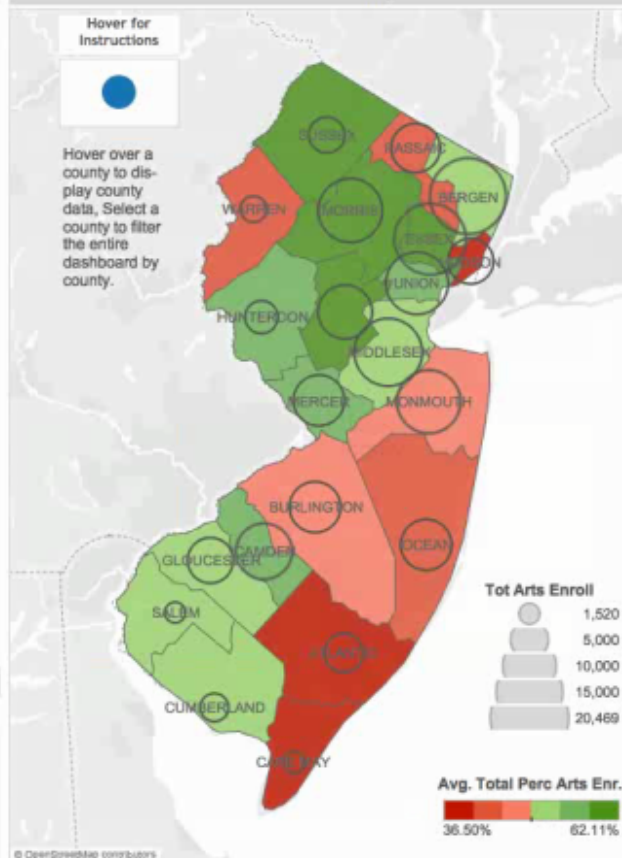
% Students Enrolled (By Arts Discipline and School)

School Name	Dance	Music	Theater	Visual Art	All Arts
ABRAHAM CLARK HIGH ..		22.4%	11.7%	23.6%	51.5%
Absegami High School	5.4%	15.6%	1.4%	21.3%	38.2%
ACADEMY CHARTER HI..				40.2%	40.2%
Academy For Allied Health..	26.3%				26.3%
Academy For Information ..	25.9%				25.9%
Academy for Mathematics...					
Academy For Performing A..	30.1%		55.9%		74.7%
ACADEMY FOR URBAN L...		21.1%		41.0%	56.3%
ACADEMY HIGH SCHOOL				51.9%	51.9%
ACADEMY OF ALLIED HE...					
Admiral William F. Halsey ..	6.2%			37.2%	42.2%
Alexander Hamilton Prepar...	17.7%	17.8%	10.3%	21.9%	51.9%
Allentown High School	1.7%	12.1%	4.3%	22.8%	38.2%
American History High Sch..		24.3%		44.7%	64.4%
Arthur L. Johnson High Sc..		10.3%		59.1%	67.3%
ARTHUR P SCHALICK HI..	1.2%	21.8%		19.5%	41.1%
ARTS HIGH SCHOOL	11.9%	44.1%	18.3%	30.9%	96.4%
Asbury Park High School		12.5%	6.4%	30.6%	41.6%
Atlantic City High School	5.4%	8.3%	1.1%	27.6%	40.4%
Atlantic County Institute of ..		4.2%		10.9%	14.3%
Audubon Junior/Senior Hig..		22.5%		24.9%	45.6%
Barack Obama Academy f..				46.2%	46.2%
BARD EARLY COLLEGE ..	36.1%			81.3%	86.3%
Barrekat High School	22.9%	44.1%	40.8%	56.7%	

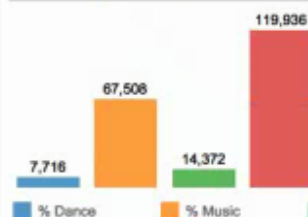
Total Students Enrolled (By Arts Discipline and School)

School Name	Danc. Enr.	Music Enr.	Theater Enr.	Visual Ar. Enr.	Total Ar. Enr.
LEAP ACADEMY UNIVERSITY	371	292	371	311	468
Camden County Technical Sc..	316	53	23	203	536
Trenton Central High School - ..	280	164	0	444	817
IRVINGTON HIGH SCHOOL	249	285	0	448	810
East Brunswick High School	231	304	79	1,364	1,855
WASHINGTON TOWNSHIP ..	200	337	43	477	1,028
Franklin High School	191	349	152	1,180	1,623
Camden County Technical Sc..	188	7	0	94	284
Alexander Hamilton Preparato...	168	169	98	208	493
Rancocas Valley Regional Hig..	151	273	163	678	1,037
Linden High School	151	386	32	364	829
Elizabeth High School	148	324	69	346	679
Oakcrest High School	146	163	48	128	396
MAINLAND REGIONAL HIGH...	139	218	57	396	729
BARRINGER ARTS HIGH SC...	136	125	1	391	617
Watchung Hills Regional High...	122	201	12	1,000	1,335

Select a County

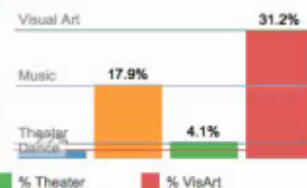


Student Enrollment



% Student Enrollment

Horizontal lines represent state average



For more info, visit:

California Alliance for Arts Education
www.artsed411.org/lcff

Arts for All
www.lacountyartsforall.org

Arts for LA
www.artsforla.org



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