

Arts Education Strategies in California LCAPs

Background: California's Local Control Funding Formula (LCFF) empowers school districts to set locally-driven goals based on eight priorities that include Pupil Engagement, School Climate, Parental Involvement, Course Access and other elements shown to be instrumental in improving outcomes for all students. To help close the achievement gap, LCFF provides additional funding to districts with high numbers of low-income students, English Learners and foster youth. Working in collaboration with local parents and community members, school districts annually author a three-year Local Control Accountability Plan (LCAP) that maps out goals, measurable outcomes and funding allocations.

To support this collaborative planning process, the California Alliance for Arts Education, Arts for LA, and LA County's Arts for All provide a suite of tools that include the *Arts Education LCAP Template* (2014) and *5 Examples of Arts Education in District LCAPs* (2015).

Arts Education Strategies in California LCAPs gathers examples from 16 school districts of how to increase access to arts and close the opportunity and achievement gaps of high need students. These examples are not representative of California school district LCAPs as a whole or meant as an exhaustive list of possible strategies.

How to Use This Document: Looking at language directly from 2015-16 LCAPs reveals an exciting range of approaches for supporting student success through an investment in arts education. These examples are organized by four areas of focus:

- **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**

Each page highlights a school district's goals, actions and outcomes as well as strategies from school districts across California with a similar focus.

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)**

Actions/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

Actions/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 on arts integration in the core curriculum

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%

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)

Actions/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

Actions/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

Aim: Deepen Student Engagement & Improve School Climate

District Highlight: Twin Rivers Unified School District, Sacramento County

40% Latino **30%** White **15%** African American **8%** Asian/Pacific Islander **1%** Filipino **28%** English Learners **88%** Free and Reduced Price Meals

Goal

Improve Student Engagement

Actions/Services

Hire 24 VAPA teachers to support K -12 Arts Program in Visual Arts and Music (Band and Choir)

Support district Festival of the Arts

Provide extracurricular opportunities, athletics, VAPA, field trips, CTE

Expected Annual Measurable Outcomes

District attendance rates and subgroup rates will be equal to or greater than state attendance rates

Suspension rate will decrease to 7% overall, and to less than 15% with African American and Latino subgroups

Expulsion rate will continue to be less than .1%, numerically less than the 2013-14 total of 20 students, with no disproportionalities

State Priorities

Pupil Engagement (5)

School Climate (6)

STRATEGIES FROM ACROSS CALIFORNIA

Actions/Services

Buena Park USD

Integrate STEM, project based learning, and performing and fine arts to enhance communication, collaboration, critical thinking, and creativity

Increase access for all students in innovative teaching practices including VAPA and STEM

Amador County USD

Parents will have the opportunity to learn with their students at STEM and STEAM nights on campus, during back to school and open house opportunities and at other events throughout the year

Parental Involvement (3)

El Monte City SD

Provide training on arts integration in the core curriculum

Expected Annual Measurable Outcomes

Buena Park USD

Increase student participation rates in student programs, specifically STEM, VAPA, and Debate

A plan to develop, train, and share lesson plans that align to curriculum guides and include innovative teaching practices

An increase in positive results from District Climate Survey

Aim: Foster a Balanced Educational Program for all Students

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 Meals

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)

Actions/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

Actions/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

Districts Cited

Amador County USD
Anaheim City SD
Buena Park USD
Burbank USD
Capistrano USD
Chula Vista ESD
Compton USD
Duarte USD

El Monte City SD
Galt Joint Union HSD
Hacienda La Puente USD
Redlands USD
Santa Ana USD
Twin Rivers USD
West Covina USD
Westminster USD

This document can be downloaded at www.artsed411.org/LCFF

Additional arts education resources

www.artsforla.org

www.lacountyartsforall.org