



5 EXAMPLES OF ARTS EDUCATION IN DISTRICT LCAPS



California's Local Control Funding Formula (LCFF) empowers individual school districts to set new locally-driven goals aimed at a broad set of priorities that include student engagement, school climate, parent involvement, a broad course of study and other elements shown to be instrumental in improving outcomes for all students. LCFF provides additional funding to districts with high numbers of low-income students, English Language Learners (ELL) and Foster Youth to support specific strategies aimed at closing the achievement between high needs students and their peers. Working in collaboration with local parents and community members, school districts author a three-year Local Control Accountability Plan (LCAP) that maps out new goals, metrics and funding allocations to achieve student success.

To support district leadership, administrators and parents in undertaking this planning process for the first time, the California Alliance for Arts Education, Arts for LA and Arts for All co-created materials that demonstrate the ways that the arts can contribute to all eight of the State's new priorities and in particular to the success of low-income students and English Language Learners. The Arts Education LCAP Template offers concrete examples of how districts can implement arts education strategies to improve student outcomes. One year later, a review of some of California's district LCAP plans shows an exciting range of arts investments, strategies and metrics.

What follows are actual examples of how five California school districts wrote arts education into their LCAP to enhance student outcomes. The examples include a variety of places and approaches – from a rural district investing in an arts plan to increase access to the arts district-wide, to a small elementary and middle school district with 41% ELL funding the development of Common Core aligned arts integration lessons aimed at increasing ELL student achievement. These individual cases are not representative of California district LCAPs as a whole or meant as an exhaustive list of possible strategies. Instead, using language directly from each district's LCAP, they offer a few sound strategies to support student success through an investment in arts education.

5 Examples of Arts Education Investments

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

To Learn about 5 Steps to Advocate for the Arts, Visit
<http://www.artsed411.org/lcff>

1. Create or Update a District Arts Plan

Pajaro Valley Unified School District (PVUSD) is located in a rural area of Santa Cruz County and serves a large population of migrant students. The school receives Title I funding and supplemental and concentration grants through the State's Local Control Funding Formula. To increase access to arts classes across the district, PVUSD committed to updating its Visual and Performing Arts (VAPA) plan and to funding aspects of the plan to achieve a 75% increase in access to arts classes. [Link to LCAP.](#)

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
PAJARO VALLEY UNION SCHOOL DISTRICT						
<p>Need: Students at the elementary level currently have inconsistent access to Visual and Performing Arts.</p> <p>Metric: Master Schedules</p>	Increase student access to Visual and Performing Arts (VAPA).	All, All	<p>Year 1: 25% increase in access to VAPA</p> <p>Year 2: 50% increase in access to VAPA</p> <p>Year 3: 75% increase in access to VAPA</p>	<p>Utilize primary release time teachers to provide VAPA</p> <p>Update PVUSD Arts Plan.</p> <p>Year 1: \$1.33 million (Base Grant) to hire 14.5 FTE release time teachers for primary grades. Release time will be dedicated to VAPA in primary grades. (*Negotiable item) \$1.33 million includes \$15,000 for art supplies. \$5,000 (Base Grant) to update PVUSD Arts Plan.</p> <p>Year 2: All same, but \$1.39M (Base Grant) to hire release time teachers. No update to Arts Plan.</p> <p>Year 3: All same, but \$1.45M (Base Grant) to hire teachers. No update to Arts plan.</p>	LCFF Base	Course Access



2. Provide Training and Curriculum Support in the Arts

El Monte is a small industrial, residential and commercial city located within L.A. County. The El Monte City Elementary School District serves 18 elementary schools and K-8 schools. 59% of its students are designated as English Language Learners (ELL) and 3% are from migrant parents. The district is investing in teacher training in the arts specifically to support the needs of English Language Learners and students with disabilities. This is one part of a larger re-investment in arts classes. [Link to LCAP](#).

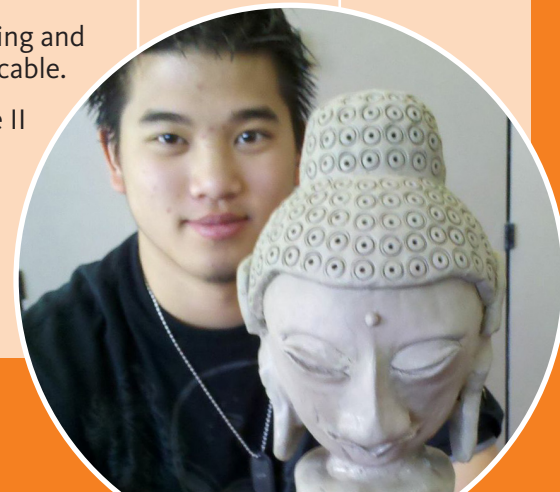
Identified Need and Metric	Description of Goal	Subgroups, Schools Affected	Annual Update: Analysis of Progress: What will be different/improved for students?	Actions and Services	Funding Source	State Priorities
EL MONTE CITY ELEMENTARY DISTRICT						
Need: Visual and Performing Arts Metric: Participation rate	Students reach high standards in visual and performing arts, aimed at the development of aesthetic appreciation and the skills of creative expression.	LEA Wide: Implement arts integration in core curriculum focusing on supporting the needs of our students with disabilities and ELL.	Year 1: N/A Year 2: 6-8 graders will receive instruction in one or more subjects identified in goals. Year 3: PreK-8th graders will receive instruction in one or more subjects identified in goals.	Year 1, 2 & 3: Provide training and curriculum support in the arts meeting the unique needs of our students with disabilities and ELL. Sustain current visual and performing arts and plan for expansion to provide classes in one or more subjects outlined in the goal. Purchase supplemental materials to support the arts. Provide training on arts integration in the core curriculum. \$55,000.	LCFF* * Not all districts reported with the same level of detail. This district simply wrote "LCFF" without specifying if these were base, supplemental or concentration grants.	Student Achievement, Other Pupil Outcomes



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, which integrate the arts in learning and that are aligned with Common Core Content Standards. [Link to LCAP.](#)

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> <p>a. State Assessments</p> <p>b. District Benchmarks</p> <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</p> <p>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



4. Provide Arts & Music Equipment and Supplies

Galt Joint Unified is a small district located 20 miles outside of Sacramento. Twenty percent of the students are English Language Learners and 11% have an IEP (Individualized Education Program written plan for students eligible for special needs services). The district is investing in equipment for arts and music to expand its arts offerings as part of a larger effort to increase academic achievement among ELL students. [Link to LCAP.](#)

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
GALT JOINT UNION HS DISTRICT						
<p>Need: Implementation of ELD program to meet the needs of English Learners throughout the district.</p> <p>Metric: Overall increase in GPA of ELD students and 5% increase of students on track for graduation.</p> <ul style="list-style-type: none"> • Use customer service survey for parents/students satisfaction • Baseline measurements for total D's and F's in ELD program • Baseline measurement for GPA of ELD students 	Students will have increased access to higher learning strategies and additional interventions that will increase achievement.	English Learners, long term EL's, and RFEP; All	<p>Year 1: Overall increase in GPA of ELD students and 5% increase of students on track for graduation.</p> <ul style="list-style-type: none"> • Use customer service survey for parents/students satisfaction • Baseline measurements for total D's and F's in ELD program • Baseline measurement for GPA of ELD students <p>Years 2-3: Measured improvements for all of the above each year.</p>	<p>Supports/supplies for Arts & Music</p> <p>Years 1-3: Supports/supplies for Arts & Music \$10,000.</p>	0032/4300	Implementation of Common Core State Standards, Student Achievement, Course Access



5. Hire Certificated Teachers

Escondido is a medium-sized district composed of elementary and middle schools in San Diego County with strong community support for arts and music programs. In year one, EUSD will hire an additional music teacher, bringing the total number of music teachers up to four. The district is also increasing the budget of middle school music program to provide all middle school students with opportunities to participate in chorus or band. [Link to LCAP.](#)

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
ESCONDIDO UNION SCHOOL DISTRICT						
<p>Need: Community input indicated a need for increased opportunities for students and staff to access technology and the arts.</p> <p>Metric: Course offerings</p>	<p>Ensure all students have access to a safe, personalized, balanced and challenging learning environment to meet students' individual academic, creative, social, and physical needs. Support district employees' commitment to being their professional best, while they promote universal student achievement through innovation.</p>	All; All	<p>Year 1-3: Additional music teacher added and an increased VAPA allocation.</p>	<p>Year 1: An additional elementary music teacher will be added. Enhance VAPA budget allocation. LCFF-\$87,000</p> <p>Year 2: The additional elementary music teacher will be maintained. LCFF-\$92,560. Develop a district- wide VAPA plan. Enhance VAPA budget allocation.</p> <p>Year 3: The additional elementary music teacher will be maintained. LCFF-\$96,262. Begin implementation of VAPA plan. Enhance VAPA budget allocation.</p> <p>District Support (Indirect) for various academic program areas in support of low income pupils, English learners, foster youth, redesignated fluent English proficient (RFEP) students and other at risk students</p> <p>Year 1: VAPA - \$75,000 Year 2: VAPA - \$112,171 Year 3: VAPA - \$129,484</p>	Supplemental, Concentration	<p>Student Engagement, Student Achievement, Course Access, Other Pupil Outcomes, School Climate</p>

