



State of Arts Education Survey

California Alliance for Arts Education

The following rubric is a tool to help determine the “State of Arts Education” resources in a district or county. It covers 7 capacities that support **equity and access to high quality arts education for all students**. We recommend completing it through a conversation or group conversation each year to mark progress.

Focus Area	Potential (1-4)	Emerging (5-9)	Established/Proficient (10-14)	Exemplary (15-20)
Curriculum, Student Assessment and Professional Development <i>Curriculum, Student Assessment and Professional Development</i>	<ul style="list-style-type: none"> District is open to creating, adopting, and/or updating standards-aligned visual, performing and media arts (VAPA) curriculum, as well as arts integration strategies 	<ul style="list-style-type: none"> Standards-aligned VAPA curriculum is in development/process of adoption Assessments not in place No dedicated Professional Development (PD) in the arts Arts integration strategies are explored 	<ul style="list-style-type: none"> Standards-aligned VAPA curriculum is taught across most grade levels and disciplines Consideration is given to culturally and linguistically relevant curriculum. Assessments are aligned with standards and curriculum Some classes use arts integration as a strategy 	<ul style="list-style-type: none"> Standards-aligned VAPA curriculum is taught across all grade levels and disciplines including culturally and linguistically relevant curriculum Assessments are aligned with standards and curriculum Teachers get ongoing PD Arts integration strategies are used across subjects.
Resources & Facilities <i>Resources refers to consumables such as ceramics, sets, costumes, paint, lights, sound equipment, and other supplies.</i>	<ul style="list-style-type: none"> Facilities may not be available to support learning in the arts Resources are limited to specific classes/grades within only a few schools Exhibits and/or performances of student work is limited to within the classroom 	<ul style="list-style-type: none"> Facilities are available at certain sites, but may not be the most appropriate for the arts Some resources are available at some sites Selected students have an opportunity to perform and exhibit work 	<ul style="list-style-type: none"> Appropriate facilities are available at certain sites Some resources are available at most sites Many students have an opportunity to perform and exhibit work 	<ul style="list-style-type: none"> Appropriate facilities are available district wide to support all the arts disciplines Adequate resources are provided to support each arts discipline All students have an opportunity to perform and exhibit work
Partnerships, Collaborations and Community Engagement <i>Partners could include parents, foundations, arts organizations, teaching artists, and/or businesses.</i>	<ul style="list-style-type: none"> There are potential partners with whom the district could work 	<ul style="list-style-type: none"> A few partnerships are scattered throughout the district serving selected sites/students 	<ul style="list-style-type: none"> Some partnerships and collaborations are established at most sites Multi-year partnerships are established Partnerships offer opportunities for culturally and linguistically relevant curriculum. 	<ul style="list-style-type: none"> The entire district has the benefit of multi-year, coordinated partnerships and collaborations that support equity and access for every student and offer culturally and linguistically relevant curriculum.
Teaching Personnel <i>Teaching personnel could include credentialed teachers, teaching artists, or classroom teachers.</i>	<ul style="list-style-type: none"> Arts may be taught by volunteers in some schools (equity and access issues) 	<ul style="list-style-type: none"> Some students have access to credentialed arts specialists Few teaching artists available 	<ul style="list-style-type: none"> Highly qualified, credentialed arts specialists teach at most grade levels Some teaching artists provide support (e.g., residencies; PD for classroom teachers) 	<ul style="list-style-type: none"> Highly qualified, credentialed arts specialists teach at all levels and teaching artists and arts orgs are valued instructional partners
Funding <i>Funding could include district/federal funding or</i>	<ul style="list-style-type: none"> Funding has not been specifically allocated to the arts in district LCAP Open to including arts in the 	<ul style="list-style-type: none"> Districts may have some public funding to support the arts, but funds may not be committed over 	<ul style="list-style-type: none"> District has some dedicated public funds and commitment for ongoing support of equitable arts offerings 	<ul style="list-style-type: none"> District has robust dedicated public funds and commitment for ongoing support of equitable arts

<i>external funding.</i>	<p>LCAP</p> <ul style="list-style-type: none"> •Funding from the District is limited to teachers at the secondary level 	<p>time or equitable</p> <ul style="list-style-type: none"> •Arts goals are included in the district LCAP 	<ul style="list-style-type: none"> •External partners may come and go as funds are available. •Arts goals are included in the district LCAP 	<p>offerings (in LCAP)</p> <ul style="list-style-type: none"> •District has external partners who provide ongoing additional funding •Funding increases over time
Leadership and Planning	<ul style="list-style-type: none"> •Open to planning arts coordination •District leadership acknowledges the value of the arts •Strategic arts plan needs to be developed 	<ul style="list-style-type: none"> •VAPA coordinator(s)/TOSA may be named •District leadership supports the arts •Strategic arts plan may be in process or may need to be revised 	<ul style="list-style-type: none"> •VAPA coordinator(s) in place. •District leadership supports the arts at all levels •Strategic arts plan is adopted and some aspects are being implemented. •The Declaration of Rights to Arts Education is incorporated into Arts Plan. 	<ul style="list-style-type: none"> •Full time VAPA Coordinator(s) in place •District leadership supports the arts at all levels •Strategic arts plan is a living document, guides the district in moving forward, and includes an evaluation component and the Declaration of Rights to Arts Education.
<p>Advocacy and Communications</p> <p><i>Advocacy group may include district and school staff, parents, arts partners, business leaders and students.</i></p>	<ul style="list-style-type: none"> •Small group is coming together to establish a baseline 	<ul style="list-style-type: none"> •Small advocacy group is getting coordinated and establishing their role •Advocacy group engages in smaller efforts (e.g., school board presentation, candidate surveys) to advance the arts •Communication is limited 	<ul style="list-style-type: none"> •Small and mighty advocacy group •Advocacy group actively makes the arts visible, offers support for the arts, identifies sources for funding, and pushes for/supports arts plan •Communication occurs, but could be more consistent •The Declaration of Rights to Arts Education is brought to the School /County Board for Adoption. 	<ul style="list-style-type: none"> •Strong advocacy group with diverse membership •Advocacy group actively makes the arts visible, offers support for the arts, pushes for funding, and ensures implementation of the arts plan •Communication is ongoing and expansive •The Declaration of Rights to Arts Education is brought to the School /County Board for Adoption. Arts Equity Champion badge is posted on websites of district/county and partners.

SCORING	0-7	This organization has potential to develop and provide arts education for all.
	7-35	This organization has demonstrated some success in providing arts education for all.
	35-70	Emerging leadership in arts education- expanding opportunities in arts education for all.
	70-90	Established leadership in arts education – proven success in providing access and equity in arts education for all.
	90-140	Exemplary leadership in arts education – outstanding success in providing access and equity in arts education for all.

Key: PD = Professional Development, VAPA = Visual and Performing Arts, LCAP = Local Control Accountability Plan
Arts Integration: Students engage in a creative process which connects an art form to another subject area and meets objectives in both (Kennedy Center).
Arts Education: Comprehensive arts education develops students’ abilities to understand and appreciate the arts by: exploring the nature and meaning of the arts, responding to the arts, discovering contexts of artworks and creating works of art (production and performance) (Annenberg Foundation).

For more information: contact the California Alliance for Arts Education. Peggy Burt, peggy@artsed411.org or Robin Hampton, robin@artsed411.org. Thank you!