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.

<table>
<thead>
<tr>
<th>Focus Area</th>
<th>Potential (1-4)</th>
<th>Emerging (5-9)</th>
<th>Established/Proficient (10-14)</th>
<th>Exemplary (15-20)</th>
</tr>
</thead>
</table>
| **Curriculum, Student Assessment and Professional Development** | - District is open to creating, adopting, and/or updating standards-aligned visual, performing and media arts (VAPA) curriculum, as well as arts integration strategies | - 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 | - 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 | - 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**             | - 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 | - 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 | - Appropriate facilities are available at certain sites  
- Some resources are available at most sites  
- Many students have an opportunity to perform and exhibit work | - 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 |
| Resources refers to consumables such as ceramics, sets, costumes, paint, lights, sound equipment, and other supplies. | | | | |
| **Partnerships, Collaborations and Community Engagement** | - There are potential partners with whom the district could work | - A few partnerships are scattered throughout the district serving selected sites/students | - Some partnerships and collaborations are established at most sites  
- Multi-year partnerships are established  
- Partnerships offer opportunities for culturally and linguistically relevant curriculum. | - 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. |
| Partners could include parents, foundations, arts organizations, teaching artists, and/or businesses. | | | | |
| **Teaching Personnel** | - Arts may be taught by volunteers in some schools (equity and access issues)  
- Some students have access to credentialed arts specialists  
- Few teaching artists available | - Highly qualified, credentialed arts specialists teach at most grade levels  
- Some teaching artists provide support (e.g., residencies; PD for classroom teachers) | | - Highly qualified, credentialed arts specialists teach at all levels and teaching artists and arts orgs are valued instructional partners |
| Teaching personnel could include credentialed teachers, teaching artists, or classroom teachers. | | | | |
| **Funding** | - Funding has not been specifically allocated to the arts in district LCAP  
- Open to including arts in the | - Districts may have some public funding to support the arts, but funds may not be committed over | - District has some dedicated public funds and commitment for ongoing support of equitable arts offerings | - District has robust dedicated public funds and commitment for ongoing support of equitable arts offerings |
| Funding could include district/federal funding or | | | | |

**Survey**

We recommend completing it through a conversation or group conversation each year to mark progress.
<table>
<thead>
<tr>
<th>Leadership and Planning</th>
<th>LCAP</th>
<th>Arts Education</th>
<th>Advocacy and Communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open to planning arts coordination</td>
<td>Funding from the District is limited to teachers at the secondary level</td>
<td>• Arts goals are included in the district LCAP</td>
<td>• Advocacy group actively makes the arts visible, offers support for the arts, identifies sources for funding, and pushes for/supports arts plan</td>
</tr>
<tr>
<td>District leadership acknowledges the value of the arts</td>
<td>District leadership supports the arts</td>
<td>• Advocacy group engages in smaller efforts (e.g., school board presentation, candidate surveys) to advance the arts</td>
<td>• Communication occurs, but could be more consistent</td>
</tr>
<tr>
<td>Strategic arts plan needs to be developed</td>
<td>Strategic arts plan may be in process or may need to be revised</td>
<td>• Communication is limited</td>
<td>• The Declaration of Rights to Arts Education is brought to the School /County Board for Adoption.</td>
</tr>
</tbody>
</table>

**Leadership and Planning:**
- Open to planning arts coordination
- District leadership acknowledges the value of the arts
- Strategic arts plan needs to be developed
- Arts goals are included in the district LCAP
- 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
- 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.
- 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.

**Advocacy and Communications:**
- Small group is coming together to establish a baseline
- 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
- 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.
- 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!