

# THE CALIFORNIA ARTS EDUCATION DATA PROJECT

# A ROADMAP FOR SCHOOL DISTRICTS

## STEP 1

MAKING SENSE OF  
YOUR DISTRICT'S DATA



## STEP 2

EVALUATING ARTS  
EDUCATION PROGRAMS



## STEP 3

SUPPORTING DISTRICT  
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## STEP 4

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# MAKING SENSE OF YOUR DISTRICT'S DATA

## Introduction

This roadmap will help you to evaluate your arts education data and take action to strengthen your district's arts education program and course offerings. Although the data displayed is for secondary schools only, it is important to consider how your elementary school programs are contributing to the equity of student access to your secondary programs. Even though your student participation rate may be above the state average (only 40% of all students), it is also important to evaluate any inequities among schools in the same district and between the arts disciplines of dance, music, theatre, and visual/media arts.

**For support on any data questions that are not reflected on the FAQ sheet, please contact:**

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## Assemble your data team

Your school district may already have a data team that could be tasked with this role. However, given the special arts focus, consider the following members:

- Assistant Superintendent and/or Directors of Curriculum
- District Data Manager
- County Office of Education Arts Lead
- Visual and Performing Arts Coordinator for your district
- Credentialed Arts Educators from one or more disciplines
- Parent Leader/Local Arts Network Coordinator/PTA Council President
- School Board member
- Principal with arts background
- University Partners
- Key Community Arts Partners

## Print out key reports from the Interactive Dashboard

- Go to the [California Arts Ed Data Project Interactive Dashboard](#)
- ▼ Watch the [Data Tutorial](#) (short and long versions available)
- ▼ Explore the [information on the homepage](#) to review the analysis for the state of CA.
- ▼ Examine the [map of your county](#) to review the status of all districts in your county
- ▼ Discuss your district data and the equitable delivery of arts across each school in your district.

## Examining the data: guiding questions

- What statements of FACT can be made about your data?  
*Note: Even though your district may be above the state average, this average reflects only 40% of students with access to arts education. Consider the data in light of the California Education Code which states that ALL students shall receive an arts education in all four arts disciplines, visual arts, music, theatre and dance.*  
What patterns are evident?
- What are some strengths? What are the challenges?
- What story does the data tell you and what questions arise?
- How is the district fulfilling the Teacher Performance
- Expectations for Arts Integration



# HOW TO EVALUATE ARTS EDUCATION PROGRAMS

## Part 1. Conducting a Gap Analysis

The California Department of Education developed a Model Arts Education toolkit in response to a multi-tiered delivery system of arts education. This toolkit serves as a guide to school districts in order to conduct an inventory of existing arts education curriculum and enrichment programs. It is also a resource to take into account quality indicators and where existing programs fit on an arts education continuum.

In an effort to assist districts in addressing the data results, eight pages have been selected from the toolkit as an important first step. On pages 1-7 you will find an inventory that provides a checklist for a high quality, standards-based curriculum including:

- Instruction and Methodology
- Student Assessment
- Professional development
- Administration
- Community Partnerships
- Facilities and funding.

Each of these focus areas are typically addressed in a strategic arts plan. (See Component 3) [The Full Toolkit is available here.](#)

## Part 2: Guidance for Self-Evaluation

The following documents provide a description of outcomes and indicators that are possible tools for reviewing your district's alignment with high-quality standards based education for all students K-12. For example, instructional minutes are a description of what is considered best practice, not a prescribed state mandate. These indicators and outcomes are predicated on two foundational principles. First, the arts are taught by qualified instructors. Second, all students have equitable access to arts instruction.

- [North Star Guidelines](#)
- [Criteria for Exemplary Arts Programs](#)
- [Rubric for District Arts Education Programs](#)



# CREATING A STRATEGIC ARTS PLAN

Many school districts across the state of California are engaged in strategic planning for arts education that addresses the goals of the Local Control and Accountability Plan (LCAP) and is informed by effective practice. This is a proven approach for determining next steps and priorities.

## Statewide Resources

Please contact the following organizations for arts education support and resources:

- **California Department of Education**  
[California Arts Standards](#) (2019) and soon to be adopted Arts Framework
- **California County Superintendents Educational Services Association (CCSESA) Arts Initiative** and [County or Regional Arts Leads](#) to explore the curriculum and professional development and technical assistance opportunities with the county office of education in your region.
- **The California Alliance for Arts Education (CAAE)** offers an experienced coach to assist districts in developing their strategic arts plans as part of the Local Control Accountability Plan (LCAP). The CAAE Arts Planning Initiative follows a proven coaching approach outlined in [The Insider's Guide to Arts Education Planning](#) and is affordably priced.
- **The California Arts Project (TCAP)** is a collaborative, statewide network of classroom teachers and university scholars with the mission of improving teaching and learning in dance, music, theatre, visual arts, and in arts, media and entertainment. TCAP's network of teacher leaders advocate for and strive to ensure access for all California students to a sequential, comprehensive and excellent standards-based arts and career education.
- As the state's leader in parent engagement, the **California State PTA** has evidence-based research to help connect parents and families with their child's education partners. PTA can help parents navigate the LCAP process and [become arts advocates through resources for parent engagement](#) in order to achieve a complete curriculum.

## Sample Strategic Arts Plans

Many school districts from around the state have created a [strategic arts plan](#) by forming a planning committee composed of arts educators, district administrators, principals, parents and community arts partners. Each district engaged an experienced coach that has led to sustainable growth.

## Understanding the Challenges

As part of the district arts strategic planning process, the Arts Strategic Plan Committee should consider the work of the "Data Team" in Component 1 and review the data for their district. It will be helpful to review components of a high-quality visual and performing arts program and analyze the gaps in courses provided to students across arts disciplines. The goal is for equitable delivery of all five arts disciplines. (See Component 2)

## Guiding Questions to Consider in Planning

- What are potential driving factors and key challenges in providing arts education to your students, including status of arts programs at elementary level that feed into middle and secondary programs?
- Why do these challenges exist?
- What strategies could your district take to solve these challenges?
- How have other districts in California addressed your challenges and minimized roadblocks?

## School Board Presentation

The completed Strategic Plan for Arts education should be [presented to the school board](#) with clear connection to the data and a plan to incorporate into the District LCAP.



# Q & A FOR DATA ANALYSIS

## ? What's the research that supports arts education in the schools?

The Arts Education Partnership (AEP), a national network of organizations dedicated to advancing the arts in education through research, policy and practice, developed a website that provides valuable research on arts education through a searchable research database. You will find data here on attendance, impact on students and teachers, and much more. Additional information on the impact and value of arts education is in a brochure entitled [Preparing Students for the Next America](#).

## ? How should we interpret our standing in relation to the state average?

Even though your student participation rate may be above the state average that is only 38% of all students, it is also important to evaluate any inequities among schools in the same district and among the arts disciplines. Ideally, all districts would like to reach a goal of "maximum access" to arts discipline courses, and strive to reach that goal for every student.

## ? Where can I find a sample strategic arts plan for a district like mine?

To view sample strategic arts plans from districts of different sizes around the state, [go here](#). Each district displayed engaged in planning utilizing an experienced coach that has led to sustainable growth. For more information on strategic plans see Component 3.

## ? Why is elementary data not included?

The interactive dashboard does not include information on arts education in grades pre-K-5 as elementary schools are NOT required to report subject matter (arts education) data in California.

## ? What is AME?

Arts, Media and Entertainment is the fastest growing Career Technical Education (CTE) sector and refers to Design, Visual and Media Arts; Performing Arts; Production and Managerial Arts; Game Design and Integration. The California Department of Education offers a complete overview of Career Technical Education on [their website](#).

## ? How can arts education be specifically addressed and supported in the LCAP?

The Local Control Funding Formula (LCFF) offers an historic opportunity for school districts to set new, locally-driven priorities aimed at improving outcomes for students. Arts education aligns with LCFF goals and contributes to a set of unique skills and outcomes that are shown to help students succeed in school and in life. The California Alliance in partnership with Arts for LA and LA County's Arts for All has created a set of materials and trainings to assist in these important conversations such as ["5 Examples of Arts Education in District LCAPs"](#).

## ? Is there a way to establish causal relationships?

The National Education Association developed a simple chart that provides a list of factors that might have resulted in the current level of arts education course offerings in your district. Visual and Performing Arts (VAPA) teachers and administrators that have been working in the district for a length of time may be able to construct an historical perspective on when and how arts courses were impacted by outside factors.

## ? Who do I contact for support on questions about the data when I can't find the answers?

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*Do you have a question that didn't get answered in this roadmap? Please email it to [info@createca.net](mailto:info@createca.net) so that we can respond and continue to expand our list of most frequently asked questions.*

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