

# Arts Education in California Public Schools

## QUALITY INDICATORS AND MEASURABLE OUTCOMES

### ESSENTIAL QUESTION

**CREATE CA'S DECLARATION OF STUDENT RIGHTS STATES, "I HAVE THE RIGHT TO PARTICIPATE AND SUCCEED IN HIGH-QUALITY COURSES IN ALL THE ARTS DISCIPLINES AS PART OF MY BASIC EDUCATION, REGARDLESS OF MY BACKGROUND, CULTURE, LANGUAGE OR PLACE OF RESIDENCE." THIS DOCUMENT ANSWERS THE QUESTION "WHAT DO ALL CALIFORNIA STUDENTS NEED IN THEIR PUBLIC SCHOOLS TO RECEIVE THE EQUITABLE HIGH-QUALITY EDUCATION IN THE VISUAL AND PERFORMING ARTS ENVISIONED IN THE DECLARATION?"**

*PURPOSE:* Create CA seeks to identify shared quality indicators and measurable outcomes that will serve as the "North Star" of collective work by its five partners. These outcomes and indicators will help focus, align, and make equitable the practice, programs, and policy work across all Create CA stakeholders. This document is designed to quantify the end goal, the "what" while recognizing that much more work needs to be done in creating the "how" for schools and districts.

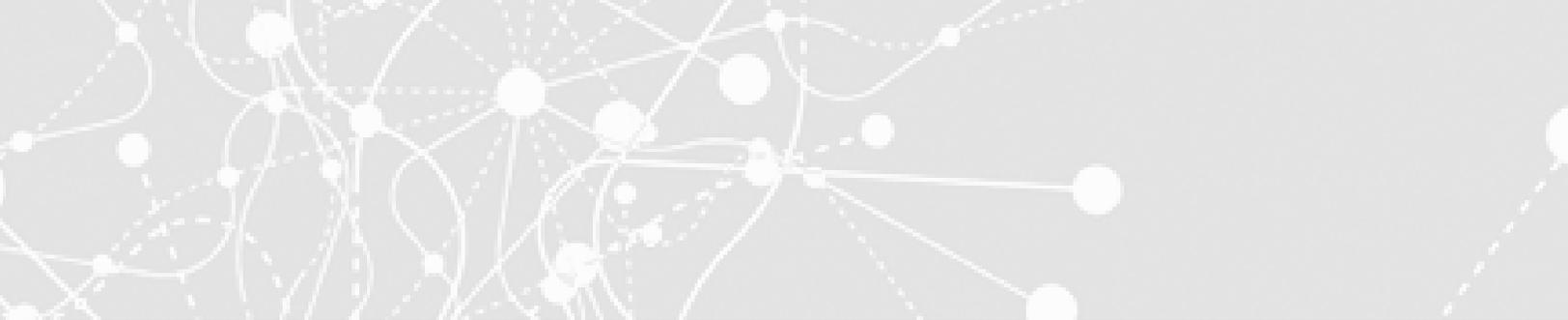
### WHAT OTHER LARGE STATES ARE DOING...

Given California's role as national leader in the arts and in the creative economy, it is very informative to look at the state's Education Code requirements relative to other states. California is the only state of the five largest education systems (CA, FL, IL, NY, TX) that neither ties arts education to achievement of arts standards nor specifies arts course offerings at the elementary or middle school level. In New York, arts education in grades preK-4 is directly tied to state arts standards: "All students shall receive instruction that is designed to facilitate their attainment of the State elementary learning standards in the arts."

In Illinois, schools are required to provide baseline arts education for all elementary students: "A district shall provide the following coordinated and supervised courses of study: 5) Music [and] 6) Art." This trend continues in the middle school: New York requires a half-year of music and a half-year of visual arts for all students. Texas requires a full-year arts course for all students and requires that each school offer at least three of the four arts disciplines.

### CURRENT CALIFORNIA LANDSCAPE

Momentum in arts education continues to grow in California with recent successes pushing the state forward. New arts standards have been adopted with a new framework and instructional materials on the horizon. Teaching credentials in Dance and Theatre have been restored following a 45-year hiatus. Changes in teacher credentialing now state the expectation that K-8 multiple subject teachers teach the arts as discrete subjects and also integrate the arts with other areas of the curriculum. For the first time, the California Arts Education Data Project tracks student enrollment in 7-12 arts courses. Meanwhile, California's Education Code still offers no specific measurement of success in the required course of study for the arts. As a result, schools and districts, as well as other stakeholders in the arts, are asking for tangible goals to guide their progress in offering an equitable, high quality arts education for all students.



# QUALITY INDICATORS AND MEASURABLE OUTCOMES

THE FOLLOWING INDICATORS AND OUTCOMES FOR SCHOOLS AND DISTRICTS ARE PREDICATED ON TWO FOUNDATIONAL PRINCIPLES. FIRST, THE ARTS ARE TAUGHT BY QUALIFIED INSTRUCTORS. SECOND, ALL STUDENTS HAVE EQUITABLE ACCESS TO ARTS INSTRUCTION.

## QUALIFIED INSTRUCTORS

Qualified instructors are:

- 1) Credentialed dance, media arts, music, theatre, and visual arts teachers;
- 2) Qualified teaching artists with significant artistic training who are working in collaboration with credentialed teachers and supported by a District VAPA coordinator, by a site administrator, or by a credentialed specialist in their discipline;
- 3) Qualified multiple-subject teachers with significant training in the arts or in arts integration who rigorously teach discrete, standards-based arts skills.

## ACCESS TO ARTS EDUCATION

The school or district provides instruction in dance, media arts, music, theatre and visual arts to every student at every grade level from PreK-12 during the regular school day. Instruction in the arts or arts integration is not superseded for any reason, including intervention instruction, Special Education instruction, or English Learner instruction.

**It is the goal of Create CA that all California public schools will offer at least a “Developing” program for all students by 2022, at least a “Baseline” program by 2026, and an “Exemplary” program by 2030 as defined below.** Create CA believes that the Baseline Quality Indicators and Measurable Outcomes are the minimum requirements to fulfill the mandates of the State Education Code and provide an acceptable answer to the question posed at the beginning of this document, “What do all California students need in their public schools to receive an equitable, high quality education in the visual and performing arts?”

These measures are also recommended to schools, districts, and other stakeholders as valuable assessment tools to gauge forward movement in creating an equitable, high-quality arts education for all students. Success can be measured by the degree to which the Quality Indicators are evident in a school or district. Progress in improving access to arts education offered by qualified instructors can be assessed by the degree to which the school or district is moving laterally in the Measurable Outcomes. However, these rubrics are intended as holistic measurements, knowing that schools and districts will make progress at different rates within each measure and that success in all areas is a long-term goal.

# QUALITY INDICATORS

## STANDARDS-BASED CURRICULUM, PEDAGOGY AND ASSESSMENT

The school or district provides a sequential, standards-based, culturally and linguistically responsive education in dance, media arts, music, theatre, and visual arts that prepares students to meet state visual and performing arts standards. The school or district's arts curriculum is aligned to California standards for Visual and Performing Arts with a scope and sequence of instruction for all arts courses at all grade levels. Assessment of arts learning is authentic, i.e., standards-based with clearly defined rubrics based on student work and is systematic, i.e., guided by district and school benchmarks for each grade level. All instruction is accessible to all students.

DEVELOPING	BASELINE	EXEMPLARY
<ul style="list-style-type: none"> <li>- Curriculum is somewhat aligned to VAPA standards.</li> <li>- Grade to grade or level to level articulation is emerging.</li> <li>- Authentic and systematic assessment of arts learning is beginning or in the planning stage.</li> <li>- Student learning in the arts is sometimes shared with the community.</li> <li>- Arts curriculum and instruction aligned to Common Core literacy standards for grades 6-12 is beginning or in the planning stage.</li> <li>- Instruction in the arts shows some evidence of best practices.</li> <li>- Arts integration (PreK-5/6) or cross-curricular arts learning (6/7-12) is beginning or in the planning stage.</li> <li>- Arts integration is beginning in the ELD, bilingual, and/or dual language programs and special education programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum is mostly aligned to VAPA standards.</li> <li>- There is a scope and sequence of instruction for most arts courses.</li> <li>- Assessment of arts learning is authentic and systematic.</li> <li>- Student learning in the arts is frequently shared with the community.</li> <li>- Arts curriculum and instruction is aligned to Common Core literacy standards for grades 6-12.</li> <li>- Instruction in the arts shows evidence of many best practices in teaching the California VAPA Standards.</li> <li>- Arts integration (PreK-5/6) or cross-curricular arts learning (6/7-12) is standard practice at the school with some additional training and support offered to teachers.</li> <li>- Arts integration is mostly evident in the ELD, bilingual, and/or dual language programs and special education programs.</li> </ul>	<ul style="list-style-type: none"> <li>- Curriculum clearly and thoughtfully teaches the VAPA standards in a sequential manner.</li> <li>- A comprehensive, well-articulated scope and sequence of instruction guides all arts courses.</li> <li>- Assessment of arts learning is effective, systematic and informs instruction through a well-designed system of continuous improvement.</li> <li>- Student learning in the arts is shared with the community through frequent, standards-based events.</li> <li>- Arts curriculum and instruction clearly and thoughtfully teaches literacy in Common Core standards in grades 6-12.</li> <li>- Instruction in the arts evidences all best practices in teaching the California VAPA Standards.</li> <li>- Arts integration (K-5/6) or cross-curricular arts teaching (6/7-12) is standard practice, supported by teacher training and high quality resources.</li> <li>- Arts integration is well-established in the ELD, bilingual, and/or dual language programs and special education programs.</li> </ul>



## PROFESSIONAL LEARNING

The school or district provides ongoing culturally and linguistically responsive professional learning for arts and arts integration teachers.

DEVELOPING	BASELINE	EXEMPLARY
<ul style="list-style-type: none"> <li>- Increased professional learning in the arts is in the planning stage, and will become part of an organized yearly plan for improvement.</li> <li>- Professional learning is sometimes led by highly qualified presenters.</li> <li>- Some professional learning in the arts is offered with some support for classroom implementation.</li> <li>- Professional learning sometimes includes culturally and linguistically responsive pedagogy.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional learning in the arts is growing, and there is a plan for improvement.</li> <li>- Professional learning is usually led by highly qualified presenters.</li> <li>- Professional learning is offered with some support for classroom implementation.</li> <li>- Professional learning is designed and organized using a culturally and linguistically relevant pedagogical focus and approach.</li> </ul>	<ul style="list-style-type: none"> <li>- Professional learning is designed and organized to include a culturally and linguistically relevant pedagogical focus and approach.</li> <li>- A well-articulated system of teacher-led professional learning communities is linked to assessment of student work and to a reflective practice for teachers.</li> <li>- Professional learning focused on specific student needs is delivered by highly qualified presenters.</li> <li>- There is full support for classroom implementation including coaching, curriculum development and demonstration teaching.</li> <li>- Professional learning focused on culturally and linguistically relevant pedagogy is offered regularly.</li> </ul>

## RESOURCES AND FACILITIES

The school or district provides equitable allocation of adequate books, equipment, materials, and supplies for all arts education courses. The school or district provides equitable and adequate facilities for all arts education courses.

DEVELOPING	BASELINE	EXEMPLARY
<ul style="list-style-type: none"> <li>- Resources such as books, equipment, materials, and supplies sometimes meet instructional, cultural, and linguistic needs for students.</li> <li>- Resources, e.g., textbooks, are somewhat aligned to the VAPA Standards, but do not follow Framework recommendations.</li> <li>- Some facilities meet instructional needs for students.</li> </ul>	<ul style="list-style-type: none"> <li>- Resources such as books, equipment, materials, and supplies meet student instructional, cultural, and linguistic needs, but may require updating, repair, or expansion to align with the strategic plan.</li> <li>- Resources, e.g., textbooks, are aligned to VAPA Standards and follow Framework recommendations, and are culturally and linguistically responsive.</li> <li>- Facilities meet student instructional needs but may be in need of updating, repair, or expansion to align with the strategic plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Resources such as books, equipment, materials and supplies are current, in good repair, and meet the instructional, cultural, and linguistic needs of all students.</li> <li>- There is an equitable allocation of adequate budget for books, equipment, materials and supplies to meet student instructional, cultural, and linguistic needs.</li> <li>- Resources specifically and explicitly teach VAPA Standards and follow Framework recommendations, and are culturally and linguistically responsive.</li> <li>- Facilities are current, in good condition, and meet the instructional, cultural, linguistic, and physical needs of all students.</li> </ul>



## LEADERSHIP

The school or district has a designated visual and performing arts coordinator or contact person. The school or district has an arts policy and strategic plan, detailed in the Local Control Accountability Plan, that includes a cycle of continuous improvement for both equity of access and quality of arts instruction and provides for input from students and the community. The school or district provides adequate funding for the visual and performing arts. The ratio of students to arts teachers guarantees the school or district's capacity to deliver an equitable, high quality arts education.

DEVELOPING	BASELINE	EXEMPLARY
<ul style="list-style-type: none"> <li>- There is a plan to name a designated VAPA contact person or coordinator.</li> <li>- School leaders are beginning to learn about standards-based arts education.</li> <li>- Strategic planning for the arts is being discussed or is in early stages of development.</li> <li>- There is a plan to include the arts in the district's LCAP.</li> <li>- Students and community members are beginning to give input in the arts planning process.</li> <li>- The district provides funding equal to at least 3%-4% of the total budget including arts teacher FTE's managed at the school site level.</li> <li>- There is awareness that the ratio of students to arts teachers is higher than the student to teacher ratio for other courses of study. This disparity impacts access to the arts for all students.</li> </ul>	<ul style="list-style-type: none"> <li>- There is a designated VAPA contact person or coordinator who is knowledgeable about equity in arts learning.</li> <li>- School leaders are growing their knowledge of standards-based arts teaching and learning.</li> <li>- The strategic planning process for the arts is well underway.</li> <li>- Some arts funding is included in the LCAP.</li> <li>- Students and community members are regularly included in the arts planning process.</li> <li>- The district provides funding equal to at least 5% or 6% of the total budget including arts teacher FTE's managed at the school site level.</li> <li>- A lower ratio of students to arts teachers is increasing access to the arts, especially for English learners, students of color, and special needs students.</li> </ul>	<ul style="list-style-type: none"> <li>- There is a designated VAPA contact person who receives and disseminates arts information to administration, teachers and staff; designated staff share responsibility for coordinating student arts learning.</li> <li style="text-align: center;">OR</li> <li>- VAPA coordinator designs and leads a collaborative team to coordinate student arts learning.</li> <li>- School leaders are informed arts equity advocates who regularly attend and support student arts learning events in and out of the classroom.</li> <li>- School leaders are familiar with the VAPA Framework and Content Standards, and have adopted the Declaration of the Rights of All Students to Equity in Arts Learning. School leaders hold the district accountable for equitable, culturally and linguistically responsive standards-based arts instruction.</li> <li>- There is a comprehensive equity-driven strategic plan for the arts that guides decision-making.</li> <li>- The arts are included in the LCAP.</li> <li>- Students and community members are equitably included in the arts planning process.</li> <li>- The district provides funding equal to 7% or more of the total budget.</li> <li>- The ratio of students to arts teachers is about the same as for other courses of study. This allows for multiple course offerings and greater depth of arts learning.</li> </ul>



## Measurable Outcomes and Parameters for Developing Schools or Districts

### Elementary School

**Grades TK-2:** All students are taught in at least one arts discipline (dance, media arts, music, theatre or visual arts) during the regular school day through standards-based, culturally and linguistically responsive arts integration and/or standards-based discrete arts instruction by a Qualified Instructor. This will include rigorous standards-based arts instruction for at least 30 minutes per week in a year-long course of study for each arts discipline taught.

**Measurable Outcomes, TK-2:** *100% of students receive instruction in at least one arts discipline for 30 minutes per week in a year-long course of study for each arts discipline taught.*

**Grades 3-6:** All students are taught in at least one of four arts disciplines (dance, media arts, music, theatre or visual arts) each year during the regular school day by a Qualified Instructor using culturally and linguistically responsive pedagogical materials for a minimum of 45 minutes each week in a year-long course of study for each arts discipline taught.

**Measurable Outcomes, 3-6:** *100% of students receive instruction in at least one arts discipline for 45 minutes per week in a year-long course of study for arts discipline taught.*

### Middle School

**Grades 7-8, 6-8, or 7-9:** Semester and/or year-long standards-based course offerings are available to all students in at least three of five arts disciplines: dance, media arts, music, theatre and visual arts, including at least one visual arts and/or media arts course and one performing arts course. Arts courses are taught by Qualified Instructors using culturally and linguistically responsive pedagogical materials and meet for at least 240 minutes per week during the regular school day. All students take at least two semester-long arts courses or one year-long arts course during grades 7-8, 6-8, or 7-9.

**Measurable Outcomes, 7-8, 6-8 or 7-9:** *100% of students receive instruction in at least one arts discipline for at least 240 minutes per week over the course of two years.*

### High School

**Grades 9-12 or 10-12:** Year-long cultural and linguistically responsive standards-based course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts that are culturally and linguistically responsive. All students take at least two semester-long arts courses or one year-long arts course during the regular school day during their high school education.

**Measurable Outcomes, 9-12:** *100% of students receive instruction in at least one arts discipline for at least 240 minutes per week over the course of four years.*

## Measurable Outcomes and Parameters for Baseline Schools or Districts

### Elementary School

**Grades TK-2:** Visual arts and at least one performing arts discipline (dance, music, or theatre) are taught for all students during the regular school day through culturally and linguistically responsive standards-based arts integration or standards-based discrete arts instruction by Qualified Instructors. This will include rigorous instruction in each arts discipline for at least 30 minutes per week in a year-long course of study for each arts discipline taught.

**Measurable Outcomes, TK-2:** 100% of students receive instruction in at least two arts disciplines for at least 30 minutes per week in a year-long course of study for each arts discipline taught.

**Grades 3-4:** All students receive culturally and linguistically responsive standards-based instruction in visual arts and/or media arts and at least one performing arts discipline (dance, music, or theatre) each year during the regular school day by a Qualified Instructor for at least 45 minutes each week in a year-long course of study for each arts discipline taught.

**Measurable Outcomes, 3-4:** 100% of students receive instruction in at least two arts disciplines for at least 45 minutes in a year-long course of study for week per arts discipline taught.

**Grades 5-6:** All students receive culturally and linguistically responsive instruction in media arts and/or visual arts and at least one performing arts discipline (dance, music, or theatre) each year during the regular school day by a Qualified Instructor for at least 60 minutes each week in a year-long course of study for each arts discipline taught.

**Measurable Outcomes, 3-6:** 100% of students receive instruction in at least two arts disciplines for at least 60 minutes in a year-long course of study for week per arts discipline taught.

### Middle School

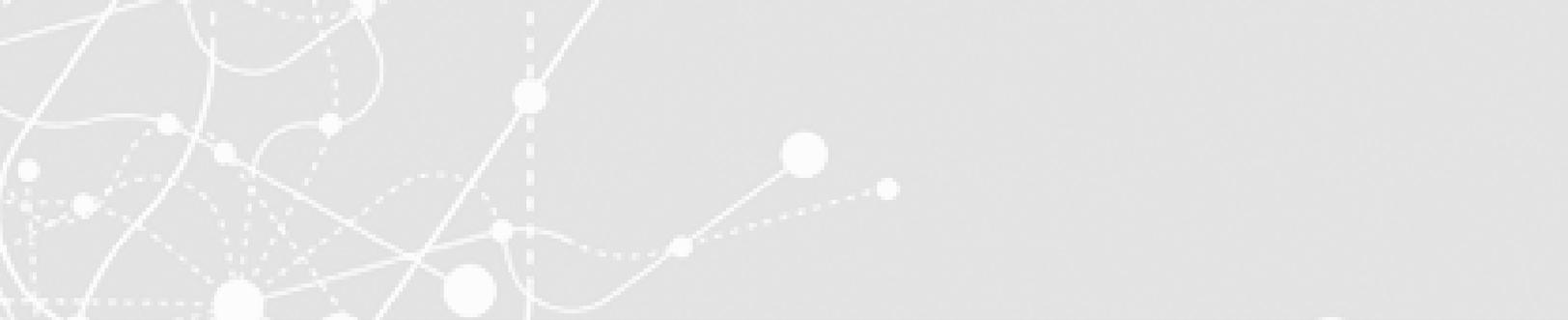
**Grades 7-8, 6-8, or 7-9:** Culturally and linguistically responsive semester or year-long course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts that are culturally and linguistically responsive. Arts courses are taught by Qualified Instructors. Arts courses meet for at least 240 minutes per week during the regular school day. All students are enrolled in at least two semester-long or one year-long arts course at each grade level.

**Measurable Outcomes, 7-8, 6-8, or 7-9:** 100% of students receive instruction in at least one arts discipline for at least 240 minutes per week each year.

### High School

**Grades 9-12 or 10-12:** Culturally and linguistically responsive semester or year-long course offerings are available to all students in all five arts disciplines (dance, media arts, music, theatre and visual arts) that are culturally and linguistically responsive. Arts courses are taught by credentialed arts teachers. Arts courses meet for at least 240 minutes per week during the regular school day. All students are enrolled in at least one year-long media arts or visual arts course and one performing arts course during grades 9-12. Each arts discipline (dance, media arts, music, theatre and visual arts) has at least one beginning and one intermediate/advanced course offering.

**Measurable Outcomes, 9-12:** 100% of students receive instruction in at least two arts disciplines for at least 240 minutes per week over the course of four years.



## Measurable Outcomes and Parameters for Exemplary Schools or Districts

### Elementary School

**Grades TK-2:** All five arts disciplines (dance, media arts, music, theatre and visual arts) are taught for all students during the regular school day through culturally and linguistically responsive, standards-based arts integration and/or standards-based discrete arts instruction by credentialed arts teachers, qualified classroom teachers and/or qualified teaching artists, and/or credentialed arts teachers (Qualified Instructor). This will include rigorous instruction in each arts discipline for at least 30 minutes per week per arts discipline.

**Measurable Outcomes, TK-2:** 100% of students receive instruction in all five arts disciplines for at least 30 minutes per week per arts discipline.

**Grades 3-4:** All students receive culturally and linguistically responsive standards-based discrete instruction in all five arts disciplines (dance, media arts, music, theatre and visual arts) each year by a Qualified Instructor for at least 45 minutes each week per arts discipline.

**Measurable Outcomes, 3-6:** 100% of students receive instruction in all five arts disciplines for 45 minutes per week per arts discipline.

**Grades 5-6:** All students receive culturally and linguistically responsive discrete instruction in all five arts disciplines (dance, media arts, music, theatre and visual arts) each year by a Qualified Instructor for at least 60 minutes each week per arts discipline.

**Measurable Outcomes, 3-6:** 100% of students receive instruction in all five arts disciplines for 60 minutes per week per arts discipline.

### Middle School

**Grades 7-8, 6-8, or 7-9:** Culturally and linguistically responsive semester or year-long course offerings are available to all students in all five arts disciplines: dance, media arts, music, theatre and visual arts. In at least one visual or media arts course and one performing arts course there will be a least a beginning and intermediate level course offering. Arts courses are taught by Qualified Instructors. Arts courses meet for a minimum of 240 minutes per week. All students are enrolled in at least two semester-long or one year-long arts course at each grade level.

**Measurable Outcomes, 7-8:** 100% of students receive instruction in at least two arts discipline for at least 240 minutes per week per arts discipline each year.

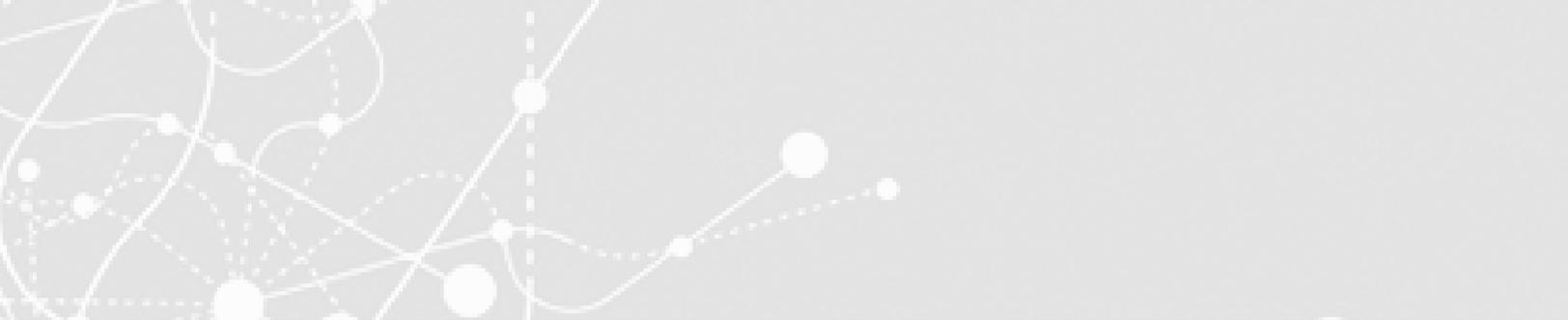
### High School

**Grades 9-12 or 10-12:** Culturally and linguistically responsive semester or year-long course offerings are available to all students in all five arts disciplines (dance, media arts, music, theatre and visual arts) that are culturally and linguistically responsive. Arts courses are taught by credentialed arts teachers. Arts courses meet for a minimum of 240 minutes per week during the regular school day. All students are enrolled in at least one year-long media arts and/or visual arts course and one performing arts course during grades 9-12. Each arts discipline--dance, media arts, music, theatre and visual arts--has at least one beginning, intermediate and advanced course offering.

**Measurable Outcomes, 9-12:** 100% of students receive instruction in at least two arts disciplines for at least 240 minutes per week per arts discipline over the course of three or four years.

## MEASURABLE OUTCOMES (BY GRADE LEVEL)

	<b>DEVELOPING (BY 2022) SEE PAGE 4</b>	<b>BASELINE (BY 2026) SEE PAGE 5</b>	<b>EXEMPLARY (BY 2030) SEE PAGE 6</b>
<b>TK-2</b>	100% of students receive culturally and linguistically responsive instruction in at least one arts discipline for at least 30 minutes per week.	100% of students receive culturally and linguistically responsive instruction in at least two arts disciplines for at least 30 minutes per week.	100% of students receive culturally and linguistically responsive instruction in all five arts disciplines for at least 30 minutes per week.
<b>3-6</b>	100% of students receive culturally and linguistically responsive instruction in at least one arts discipline for at least 45 minutes per week.	100% students receive culturally and linguistically responsive instruction in at least two arts disciplines for at least 45 minutes per week.	100% of students receive culturally and linguistically responsive instruction in all five arts disciplines for at least 45 minutes per week.
<b>7-8</b>	100% of students receive culturally and linguistically responsive instruction in at least one arts discipline for at least 240 minutes per week over the course of two years.	100% of students receive culturally and linguistically responsive instruction in at least one arts discipline for at least 240 minutes per week each year.	100% of students receive culturally and linguistically responsive instruction in at least two arts disciplines for at least 240 minutes per week per arts discipline each year.
<b>9-12</b>	100% of students receive culturally and linguistically responsive instruction in a year-long course in at least one arts discipline for at least 240 minutes per week over the course of four years.	100% of students receive culturally and linguistically responsive instruction in a year-long course in at least two arts disciplines for at least 240 minutes per week over the course of four years.	100% of students receive culturally and linguistically responsive instruction in a year-long course in at least two arts disciplines for at least 240 minutes per week per arts discipline over the course of three or four years.



## WHAT THE EDUCATION CODE SAYS...

**California Education Code 51210.** The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

**California Education Code 51220.** The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

### **Dance and Theatre Credentials**

On September 27, 2016, Governor Jerry Brown signed the Theatre and Dance Act (TADA!), Senate Bill 916, authorizing single-subject area certification for the dance and theatre. Although there are many steps to take in establishing credentialing requirements and higher education programs, California now joins all other states but one in credentialing four arts disciplines.

### **New State Standards, Framework, Instructional Materials**

The State Board of Education adopted the new California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards) on January 9, 2019. Currently, the accompanying Framework is being written with anticipation that it will be adopted in May, 2020 with adoption of new instructional materials to follow in November, 2020.

### **Teaching Performance Expectations (TPE)**

It is now the expectation that K-8 multiple subject teachers in California teach the arts as discrete subjects and also integrate the arts with other areas of the curriculum. On June 16, 2016, the California Commission on Teacher Credentialing adopted new TPE's that clearly describe the teacher's role in delivering sequential, standards-based arts education for all students.



## **A-G REQUIREMENT**

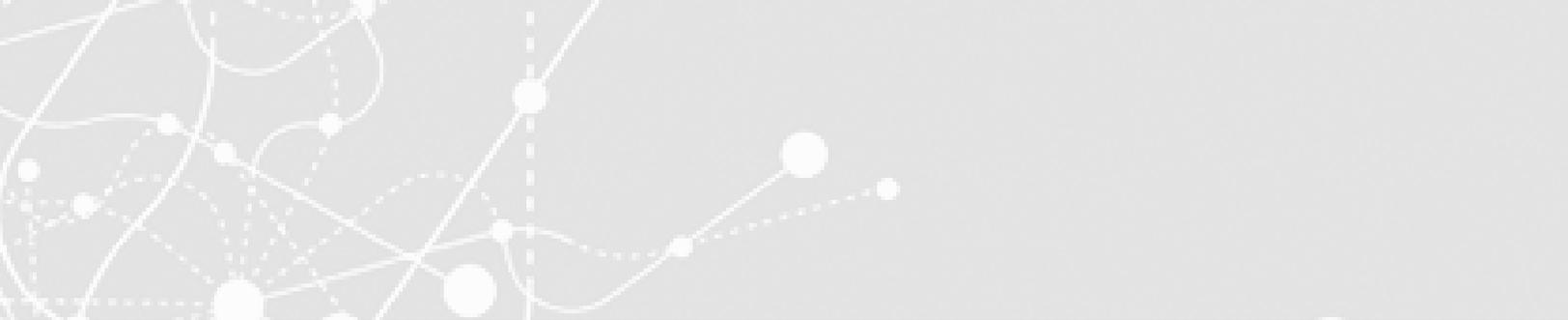
The Visual and Performing Arts are included in the A-G course requirements for admission to a UC or CSU campus. For admission, students are required to take two semesters or one year-long approved arts course. As with other content areas, the high school arts courses should be at an advanced level. This is only possible if students enter high school having completed beginning and intermediate arts instruction in grades K-8. Otherwise, college-bound students are placed in arts courses as a compliance issue, not as the capstone of their overall achievements in the arts.

## **CAREER/ TECHNICAL EDUCATION**

According to the 2018 Otis Report on the Creative Economy, California's creative economy currently generates \$407B in revenue and accounts for 1.6M jobs, about 1 in 10 jobs throughout the state. California's standards for Career/Technical Education in the Arts Media Entertainment (AME) industry sector are closely aligned with the state's standards for Visual and Performing Arts. Both VAPA courses and AME courses prepare students to participate in the creative economy in sectors such as Digital Media, Entertainment, Architecture/Interior Design and Communication Arts.

## **EVERY STUDENT SUCCEEDS ACT**

At the Federal level, the Every Student Succeeds Act calls for the arts to be included for all students as part of a well-rounded education and requires that at least 20 percent of Federal Student Support and Academic Enrichment (SSAE) funds go to support well-rounded educational opportunities (ESEA section 4107). In fact, improving access to arts and music education is specifically called out in the Overview of Allowable SSAE Program Activities.



## Definitions

**Arts integration:** Arts integration must include rigorous, standards-based arts education in one or more disciplines, and students must demonstrate their skills and knowledge in the arts discipline, as well as in other content areas. While there are many definitions of arts integration, the Kennedy Center's definition is widely used in California, "Arts integration is an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving standards in both." John F. Kennedy Center for the Performing Arts

**Adequate books, materials, equipment and supplies:** "Adequate" is defined as meeting basic student needs, but possibly in need of upgrading. For example, visual art textbooks that are serviceable, but not the latest edition, or equipment that is workable, but in need of updating to meet current industry standards.

**Adequate facilities:** "Adequate" facilities meet basic student needs, but may be in need of improvement or expansion. For example, a band classroom that is workable, but lacks storage and practice rooms to best meet student needs may be deemed "adequate."

**Authentic, systematic assessment:** Student achievement in the arts is tracked through district-wide benchmark assessments that measure grade-level appropriate skills and knowledge. Authentic assessment measures student skill and knowledge through a tangible product, e.g., music composition, dance choreography, monologue performance, or portrait drawing using a rubric based on California grade level standards.

**Credentialed Arts Teacher:** A teacher credentialed by the State of California to teach dance, media arts, music, theatre, or visual arts in grades TK-12.

**Culturally and Linguistically Responsive Instruction/Pedagogy:** A pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural and historical referents, as well as students' home languages, to convey knowledge, to impart skills, and to change attitudes. Teachers practicing culturally and linguistically responsive teaching know how to support learning in these students by consciously creating social interactions to help them meet the criteria of academic success, cultural competence, and critical consciousness. (Adapted from Gloria Ladson-Billings, *Dreamkeepers*)

**Qualified Teaching Artist:** A qualified teaching artist has demonstrable skill and knowledge in an arts discipline and has successfully completed training in classroom pedagogy from an arts council, county office of education, institution of higher education, etc.

**Qualified Arts Integration Instructor:** A multiple-subject credentialed teacher who has demonstrable skill and knowledge in an arts discipline and has successfully completed training in arts integration from an arts council, county office of education, institution of higher education, etc.

**Sequential:** Skills in each year of instruction build upon the previous year of instruction.

**Standards-based curriculum:** Curriculum is designed to achieve mastery of visual performing arts content standards at each grade level. There is a scope and sequence of instruction for all arts courses, including arts integration. Arts curriculum is aligned to Common Core literacy standards in grades 6-12.