



CREATE CA – A Strategic Roadmap

May 13, 2014

Restoring and/or introducing the arts into the everyday curriculum of schools in California is critical to the development of our young people and the long-term economic success of the state. The research and evidence is clear¹ and the opportunity is now. With the implementation of Common Core, the adoption of the Local Control Funding Formula, and as educators increasingly focus on developing the whole child and doubling down on experiential learning through the statewide adoption of Career and Technical Education and Linked Learning pathways, embedding arts in the curriculum across the educational spectrum is more possible than ever.

This Strategic Roadmap, grounded in the work of the Joint Arts Education Task Force, is intended to serve as a roadmap for Create CA and its members to catalyze arts education advocacy in California.

Methodology

The Hewlett Foundation hired Capitol Impact, LLC and Third Plateau Social Impact Strategies in November 2013, charging the firms to build on the draft Joint Arts Education Task Force Report (the “Blueprint”) and develop a politically feasible organizational strategy for Create CA. Over the six-month engagement, Capitol Impact and Third Plateau worked closely with the Create CA advisory team comprised of representatives from the California Department of Education (“CDE”), California County Superintendents Educational Services Association (“CCSESA”), California Arts Council (“CAC”), California Alliance for Arts Education (“CAAE”), and California Parents and Teachers Association (“PTA”).

Capitol Impact and Third Plateau completed this project in five phases:

¹ Otis Report on the Creative Economy of the Los Angeles Region.

- 1) Document review: The firms reviewed key internal and external strategic documents, including the work utilized by and resulting from the Joint Arts Education Task Force and working groups.
- 2) Stakeholder interviews: The firms interviewed a sampling of Create CA stakeholders as identified by the Create CA advisory team.
- 3) Feasibility analysis: The firms conducted an analysis of the 76 recommendations that emerged from the Joint Arts Education Task Force Report, evaluating each recommendation's short-term political feasibility, potential champions, cost, and long-term impact.
- 4) Logic model: Based on the priorities that emerged from the feasibility analysis, the firms developed a logical framework to articulate Create CA's short-term activities, outputs, and outcomes and the organization's intended long-term impact.²
- 5) Roadmap: With an agreed upon logic model and additional extensive discussions with the advisory team, the firms developed this Strategic Roadmap to guide Create CA's next two years.

Strategies

A. Redefine and Restructure

Recommendation #1: Define Create CA as an independent coalition charged with ongoing convening of the California arts education community, coordinating action among the members of the coalition, and broadly marketing arts education advocacy to the greater public.

Why: Following the significant effort exerted to establish the Blueprint, Create CA requires clarity in mission to move forward effectively. While working on the Blueprint, coalition members had a clear charge. However, upon completion of the draft, members of the coalition have been uncertain as to what is next for Create CA. Clearly defining Create CA's mission, core activities, structure, and process, as well as defining what it is not, will enable the coalition to effectively move forward with all members on the same page.

What: We recommend that Create CA embrace its core competencies. To date, Create CA has been successful at deepening relationships among coalition members, facilitating effective collaborations, and bringing the larger arts education community together. Create CA should make this its explicit mission and focus its activities toward creating more, high quality collaborations and educational opportunities for coalition members.

² See Attachment 1.

Additionally, we recommend that Create CA focus on building public will by taking the mantle of the public marketing arm of the larger California arts education advocacy effort. Currently, no organization is filling this role or is well positioned to fill this role. Given Create CA's network, leadership, and access across sectors, we believe Create CA can substantially advance the greater effort without duplicating efforts of another organization in the ecosystem.

By defining Create CA as a coalition that convenes the key actors, coordinates action to further collaborative priorities, and grows public support for arts education, Create CA will fill a critical need for advancing arts education advocacy in California.

Recommendation #2: Restructure Create CA to best serve this new direction.

Why: Create CA's current structure exists to facilitate the process of creating the Blueprint. Given Create CA's evolution in purpose and activities, Create CA should also adapt its structure to better position itself for long-term success.

What: We recommend Create CA continue as an independent coalition but restructure its internal operations to better align with this new focus. To manage the coalition and set the coalition's agenda, Create CA should establish a Leadership Council, consisting of individuals representing statewide organizations or initiatives that specifically focus on the arts. We recommend the Leadership Council initially consist of the California Alliance for Arts Education (CAAE), the California Department of Education (CDE), the California Arts Council (CAC), the California County Superintendents Educational Services Association (CCSESA), and the California Parent Teacher Association (PTA), and potentially 4 representatives of significant arts organizations or initiatives. We believe that the Leadership Council will be best served by adopting bylaws³ that, at a minimum, establish:

- There will be five organizations (California Alliance for Arts Education (CAAE), the California Department of Education (CDE), the California Arts Council (CAC), the California County Superintendents Educational Services Association (CCSESA), and the California Parent Teacher Association (PTA), that will have permanent representation on the Leadership Council;
- The positions of Chair and Vice-Chair will rotate annually among the permanent organizations;
- Four other representatives will be identified through an open nomination process and selected by the majority vote of the sitting members of the Leadership Council; and
- The four non-permanent Leadership Council representatives will serve staggered two-year terms and be eligible for reelection without term limits.

³ Sample bylaws are included as Attachment 2.

The Leadership Council should convene itself on a monthly or quarterly basis, as needed, to lead Create CA's efforts, including, but not limited to:

- Setting priorities;
- Managing high-level activities, including convening the members, advocating for arts education initiatives, and marketing the importance of arts education;
- Appointing issue-specific, time-limited, ad hoc working groups to support the overall agenda (see below);
- Maintaining and expanding the Create CA coalition, including developing a Business Advisory Council and connecting with underrepresented communities; and
- Maintaining ongoing communication with members and external supporters.

Given the change in structure, we recommend winding down the current nine working groups upon the release of the Blueprint.⁴ These working groups have served their purpose by engaging the broader community and driving the creation of the Blueprint. Moving forward, we recommend that the Leadership Council maintain the ability to appoint issue-specific, time-limited, ad hoc working groups, as necessary, to support the overall agenda. This will enable the Leadership Council to focus coalition resources on issues of critical importance and engage the broader community in leadership opportunities. Create CA should populate the working groups with individuals that will provide a diversity of perspectives. We recommend that, as appropriate, the Leadership Council invite members of the arts community who have actively participated in the Create CA process to date as well as individuals that have not participated in the coalition but whose presence and input would strengthen the coalition. We further recommend that all working groups be co-chaired by at least one member of the Leadership Council to ensure alignment of the work.

B. Serve as a Convener

Recommendation #3: Maintain and expand a strategic coalition and implement a high quality internal communications strategy.

Why: The long term success and sustainability of the arts in education will ultimately depend on the creation of a statewide infrastructure to support the work. At the state level, a strong and engaged Create CA and its members will provide an ongoing institutional presence that can support moving the field forward. Local pressure and accountability from parents and other community stakeholders including the business community will be important in raising the stakes for school district board members and administrators to ensure that arts are included in

⁴ The transition from what Create CA has been to what Create CA will be must be effectively communicated for a positive transition. Recommendations for managing this transition can be found in the "Next Steps" section of this document.

the everyday curriculum. Having a strong, diverse, and supportive coalition behind Create CA's work will bring an added level of legitimacy and influence as well as enhance the capacity to mobilize and support arts education at the local level.

What: Create CA should build on the robust community that formed through the work of the Joint Arts Education Task Force to develop and maintain a strategic coalition of diverse partners committed to statewide arts education advocacy. In addition to a core group of arts specialist teachers and the various other individuals and groups that participated in the working groups, Create CA and its members should specifically target and engage two communities that have been underrepresented in this work to date: minority communities and the business community (especially from Silicon Valley). While the coalition should operate in unison, Create CA should work closely with the California Arts Council and the California Alliance for Arts Education to leverage preexisting business relationships to form a Business Advisory Council that can serve as the voice of the importance of arts education for the growth of California's Creative Economy.

In addition, Create CA or one of its members should develop and implement an internal stakeholder communications plan that provides coalition members with current information through social media, traditional media, and in-person convenings (see Recommendation #4). Communication should flow from Create CA to those directly affiliated with the coalition and the preexisting communities maintained by coalition members such as the California PTA and CCSESA.⁵

Recommendation #4: Organize arts education convenings.

Why: One of the most valuable contributions Create CA has made in its two-year existence is its work developing an extensive network of organizations and individuals committed to expanding arts education in California. Moving forward, Create CA can make a significant difference in promoting collaboration by serving as a convener and creating opportunities for potential partners to come together.

What: Create CA should organize arts convenings to bring together the entire Create CA community to learn about new developments in the field, identify new collaborative opportunities, and deepen cross-organizational relationships. The convenings should be collaborative endeavors in and of themselves, with each of the Leadership Council members

⁵ Depending on the intensity of the communication, Create CA might be best served by contracting with someone to manage and communicate with the coalition.

managing components of the events and members of the coalition being asked to participate in the planning processes.⁶

C. *Serve as a Coordinator*

Recommendation #5: Establish a short-term agenda focused on embedding arts education into preexisting initiatives.

Why: California is undergoing an education policy sea change at the state and district levels, opening the door for arts education initiatives. By strategically advocating targeted initiatives that embed arts education into pre-existing education policy changes, Create CA and its members can rapidly expand the implementation of meaningful arts education programming and funding. We believe that cementing early wins for the coalition will lead to increased momentum and buy-in that will enable future success, especially with regard to Create CA's longer-term agenda (see Recommendation #6).

What: We recommend that Create CA focus its short-term advocacy efforts on embedding arts education into initiatives that are already central to the education discussion in California. There are currently a number of significant education initiatives with the potential for embedding arts into the day-to-day curriculum of education.

Implementation of Common Core. Create CA or one of its partners should work with school districts to embed arts and arts activities into the Common Core curriculum currently being developed throughout the state (and nation). We recommend accomplishing this through the following approaches:

- Working through and building on the ongoing work of Create CA Leadership Council members such as CCSESA and CDE, Create CA should continue developing arts curriculum and professional learning modules aligned to the Common Core standards and make them available to all urban, suburban, and rural districts and schools throughout the state utilizing CCSESA's networks and CDE's communications structures.
- Create CA and its member representatives should request time to present their work to the Board of CORE, which consists of the ten school districts representing over 1.2 million California students, sharing the work and making the arts curriculum and professional learning modules available to the CORE districts.
- Through its advocacy networks, Create CA should push for state alignment with national arts standards.

⁶ Depending on the scale of the convening and the capacity of the organizations represented on the Leadership Council, Create CA may also consider contracting with someone to manage the convening.

Career & Technical Education and Linked Learning. Currently, there are hundreds of career academies operating in the state. Through these academies and the Linked Learning District Initiative supported by the James Irvine Foundation, the enactment of the Career Technical Education: Linked Learning Pilot Program (Chapter 616 Statutes of 2011 (AB 790)), and the \$250 million in grants soon to be disbursed through the Career Pathways Trust (2013-124 Budget Bill), over one third of California high school students will be in school districts that have made a significant commitment to Career & Technical Education and/or Linked Learning.⁷ We recommend that Create CA representatives establish relationships with the Linked Learning Alliance, ConnectEd, National Academy Foundation, and CCASN to further the goal of embedding quality arts pathways in high school curriculum throughout the state. Through its arts based relationships, Create CA stakeholders can add value to the implementation of arts academies and pathways, benefitting students and adding to the sustainability of the initiatives by adding to the experiential learning and exposure to real world artists for the students.

Assessment and Accountability. There are at least three areas where the arts can be embedded in the accountability and assessment systems in California.

- Beginning this year, every school district in California is required to adopt a Local Control Accountability Plan (LCAP). As explained more fully in Attachment 3, the arts can easily be slotted into fulfilling state Board of Education requirements for how districts spend and report on funds received through the Local Control Funding Formula (LCFF). Through its member networks (CCSESA, PTA, CAAE), support can be generated for parents, local educators, arts organizations, and other stakeholders in ensuring arts funding is embedded in LCFF spending plans and accounted for in the LCAP.
- Through the enactment of the School Accountability: Academic Performance Index: Graduation Rates (Chapter 577 Statutes of 2011(SB 1458)), the state is required to develop a new Academic Performance Index (API). In addition, Education Code 60640 directs the Superintendent to submit to the state board recommendations on expanding the Measurement of Academic Performance and Progress, including additional assessments. We recommend that the arts community work with the appropriate organizations to develop arts in education metrics for the adoption in new assessment tools.
- Through a waiver from the USDE, the California Office for Reforming Education (CORE) districts are developing their own accountability system which includes both school climate measures as well as social and emotional learning metrics. We recommend that in presenting potential curriculum to the CORE Board, Create CA or its members also develop and present arts metrics that CORE can utilize in its accountability system.

⁷ See attachment 4.

Recommendation #6: Develop a long-term advocacy agenda focused on the broader vision articulated in the Blueprint.

Why: Creating an advocacy agenda can serve both as an organizing tool and, when successful, lead to policy change. By presenting and advocating for a clearly articulated agenda, Create CA and its members will be able to better message its priorities to internal and external audiences, and better focus its advocacy efforts toward systemic change.

What: We recommend creating an advocacy agenda that reflects Create CA's short- and long-term priorities. Potential policy ideas include, but are not limited to, the following:

- Recreating single subject teaching credentials for dance and theatre;
- Including arts in education metrics into any new accountability system(s) adopted by the State;
- Additional funding for a statewide arts education best practices database modeled after Brokers of Expertise; and
- Additional funding for professional development and arts education training for teachers and administrators.

D. *Build Public Will*

Recommendation #7: Develop and implement an external communications strategy.

Why: Building the public case and increasing the public will for arts in education is critical to increasing the coalition's political strength and the long-term sustainability of the Create CA initiative.

What: The collaboration should work to establish itself, both in terms of public perception and reality, as the 'go to' entity for arts in education. To do this, Create CA and its members should:

- Maintain and grow a database of stakeholders representing traditional and new perspectives that can serve as public advocates for the agenda;
- Develop and promote a speakers bureau to present on key arts education topics at important education policy convenings (CSBA, ACSA, etc.);
- Maintain an up-to-date website and dynamic, engaging social media presence;
- Implement an earned media strategy, including writing and placing op-eds and developing editorial board relationships; and
- Develop new strategic messages, strategies, and dissemination venues that support arts in education such as the link between the arts and California's economic success.

E. *Operate Strategically*

Recommendation #8: Develop metrics to gauge success.

Why: By articulating and tracking success, Create CA will be able to learn from and strengthen its work over time.

What: Create CA should track and evaluate metrics that speak to Create CA's external mission of advancing arts education in California as well as its internal mission regarding facilitating effective collaboration in the field.

In measuring Create CA's external impact, we recommend Create CA develop a policy and programmatic dashboard that details the level of arts in education in California school districts and schools. *Possible* metrics include, but are not limited to:

- Percentage of school districts that embed arts in the curriculum;
- Percentage and number of California students enrolled in schools that embed arts in the curriculum;
- Number of students enrolled in arts related CTE academies and Linked Learning pathways;
- Number of people reached by Create CA marketing campaigns; and
- Percentage of people supportive of expanding arts education in California.

In terms of Create CA's impact within the coalition, we recommend Create CA monitor community participation in programs, email and social media analytics, and survey coalition members on an annual basis. It is important that Create CA understand the breadth and depth of its reach and what types of connections and convenings lead to effective collaboration. Possible metrics Create CA should track include, but are not limited to:

- Number of organizations and individuals affiliating with Create CA;
- Number of organizations assuming leadership roles (i.e., participating in ad hoc working groups, volunteering to lead aspects of Create CA's advocacy efforts, organizing the annual convening);
- Number of people attending Create CA convenings;

Recommendation #9: Commit to sustainability.

Why: To achieve its long-term vision, Create CA must be financially sustainable. While much of this work will be done by the coalition members, the above recommendations require Create CA to acquire limited, but ongoing, staff and funding.

What: We recommend a model based on that used by the Education Coalition. Using one of the Leadership Council organizations as a fiscal agent, Create CA should contract with a consulting firm or individual consultant to provide fundamental staffing for the coalition. Basic responsibilities of the consultant would include but not be limited to:

- Providing logistical support for meetings of the Leadership Council and ad hoc working groups;
- Managing day-to-day communications within the coalition; and
- Managing implementation of Create CA's external marketing campaign

Recommendation #10: Establish a two-year gut check.

In addition to tracking Create CA's general efficacy, we recommend that Create CA assess its impact after two years, considering questions, including, but not limited to:

- Is Create CA serving its intended purpose?
- Is Create CA able to marshal the resources necessary to accomplish its goals?
- Do other key stakeholders view Create CA as a viable and credible partner and leader?

Based on the two-year assessment, Create CA should decide whether to (1) continue with the current governance structure and infrastructure, (2) embed the work entirely within an affiliate organization housing Create CA or (3) spin off the work into its own 501c3. To facilitate this decision, we recommend contracting with an external organization (such as Education First) that specializes in evaluation in an education policy context to conduct an independent analysis.

Attachment 1- Create CA Logic Model

Create CA teams innovative thinkers from multiple sectors of California’s creative economy, public and private, to rethink and produce an educational environment for all California students that features arts education as a central part of the solution to academic success.

Sphere of Control			Sphere of Influence		Sphere of Concern
Resources	Activities	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impact
In order to accomplish our set of activities we will need the following:	In order to address our problem or asset we will accomplish the following activities:	We expect that once accomplished these activities will produce the following evidence or service delivery:	We expect that if accomplished these activities will lead to the following changes in 1-2 years:	We expect that if accomplished these activities will lead to the following changes in 3-5 years:	We expect that if accomplished these activities will lead to the following in 6-10 years:
<ul style="list-style-type: none"> • Create CA Leadership Group • Create CA coordinator • Coalition(s) of supporters – (business/industry, arts organizations, education experts, policy advocates, parents, school boards) • Broad network of educators (teachers, teaching artists, out-of-school arts education providers) • Create CA brand • Limited financial support • Website • Communications channels (email list, newsletter, social media, conference calls) • In-person convenings • Data system • Data collection tools (surveys, focus groups, town halls) 	<p>Organization:</p> <ul style="list-style-type: none"> • Reorganize Create CA to form a Leadership Group with the ability to appoint ad hoc working groups <p>Thought Leadership and Advocacy:</p> <ul style="list-style-type: none"> • Strategically advocate for the integration of state and national standards-based arts education into key educational policy initiatives including Linked Learning, LCAP, and implementation of Common Core • Connect core constituencies through Create CA coalition • Grow Create CA coalition by engaging new voices • Produce public relations campaign to connect arts education with long-term economic interests of CA • Develop arts education policy platform and corresponding legislation • Speak about Create CA agenda at conferences • Write about Create CA agenda in leading publications 	<p>Organization:</p> <ul style="list-style-type: none"> • Create CA’s Leadership Group and any appointed ad hoc working groups will meet regularly <p>Thought Leadership and Advocacy:</p> <ul style="list-style-type: none"> • Policymakers will be informed about the Create CA agenda • Core constituencies will be organized to support Create CA’s agenda • Create CA will unveil and support a package of legislation promoting arts education with an aligned series of workshops • Create CA will be mentioned in leading publications and blogs • Create CA will be a featured speaker at key conferences and hearings 	<p>Organization:</p> <ul style="list-style-type: none"> • Create CA will serve as a convener and coordinator of the leading voices in promotion of arts education policy <p>Thought Leadership and Advocacy:</p> <ul style="list-style-type: none"> • More high schools will launch Linked Learning Media & Digital Arts pathways • More schools will include arts programs embedded in Common Core curriculum • More districts will explicitly include arts education in their LCAP • More districts will use Title I funding for arts programs • The Joint Arts Committee will hold a series of hearings on arts education leading to a package of legislation 	<p>Organization:</p> <ul style="list-style-type: none"> • Create CA will become a leading voice in promotion of arts education policy <p>Thought Leadership and Advocacy:</p> <ul style="list-style-type: none"> • Every K-12 school will provide arts education in its core curriculum • The legislature will pass aspects of Create CA’s legislative package, including elements gleaned from the Joint Arts Education Task Force Report • The coalition will continue to work on recommendations included in the Joint Arts Education Task Force Report 	<p>Organization:</p> <ul style="list-style-type: none"> • Create CA will be a model for effective, sustained collaborative advocacy <p>Thought Leadership and Advocacy:</p> <ul style="list-style-type: none"> • Every P-12 student will have access to high quality arts education • Arts education will be viewed as essential to a complete education and CA’s long-term economic growth • California will be recognized as the state leader in arts education

Attachment 2- The Local Control and Accountability Plan (LCAP)

Supporting Student Success through Access to the Arts

Producing an educational environment for all California students that features a vibrant arts curriculum is central to addressing problems in K-12 public education. Access to arts opportunities is a key part of the student-centered approach to curriculum and pedagogy as well as an approach to engaging particular students to become active learners. Effectively integrating academic, technical, and creative skills into the educational environment requires coordination between advocates, teachers, policymakers, state agencies, school districts, and County Offices of Education. Maximizing the success of the arts curriculum and pathways demands consideration of how resources are allocated, how professional development is provided, and how program planning occurs systemically at both the school and district levels.

The Need for a Unified Strategy

With the transition to Local Control Funding and ongoing development of Local Control and Accountability Plans (LCAPs) for districts across the state, the linkage between various programs and objectives is more important than ever. With eight state priorities to address in the LCAP, identification and attainment of district goals will be more easily achieved through a unified strategy for addressing priorities (in contrast to separate strategies for School Climate, Student Achievement, Basic Services, et al.). In addition, the stakeholder engagement required in the LCAP can be an important process for creating the plan and rallying community action to realize its objectives.

Aligning Arts Access with the LCAP Framework

A strong arts education environment aligns with most, if not all, of the LCAP's required state priorities and can therefore be used as an overarching strategy for coordinating needed actions, services and expenditures. Furthermore, a district's strategy for implementing the arts opportunities can be informed and supported through the stakeholder engagement and goal setting processes required in the LCAP. By re-evaluating funding and organizational practices, and their intended goals, including Linked Learning pathways like Media & Digital Arts, the LCAP can serve as a framework for building arts opportunities into local strategic planning.

Keeping Students at the Center

Recognizing the unique needs of different communities, and the unique composition of their student populations, the Local Control Funding Formula, and development of Local Control and Accountability Plans, together offer districts greater flexibility in determining the best use of funds to serve students. While the LCAP template provides guidance on the core conditions of learning, and outcomes that are statewide priorities, it is useful to consider other indicators that can showcase district efforts to improve student outcomes in college, career, and preparation for life after high school. It is vital to remember the relationship between student engagement and student performance, and look at the most effective strategies to provide a collective structure for all students, especially those who are often underserved and assumed less likely to succeed – such as English language learners, foster youth, socio-economically disadvantaged students, and students with special needs.

As local accountability and flexibility come to the fore, the role of families, community, businesses, (especially those in the creative economy) and other local stakeholders, takes on a more prominent role. By effectively bringing the creative community into both the planning and implementation of school district plans, districts can better define and achieve student success in the arts, and promote collaboration and collective responsibility, all of which ensure that students graduate ready for college, career and life.

Stakeholder Engagement – Envisioning Outcomes and Planning for Action

In the LCAP, a district is expected to describe the stakeholder engagement process that is used to develop its plan, identify goals and progress indicators, and identify specific actions that the district will take to meet its goals. If structured appropriately, the stakeholder engagement process can assist significantly in defining a district's goals for student access to arts opportunities and identifying the best strategies to achieve them. Effective stakeholder

engagement can also help to increase community commitment and collective ownership for the outcomes of the district plan

Graduate Profile: A Definition

A graduate profile is a limited list of cross-disciplinary student learning outcomes that all stakeholders agree are essential for all students to master by the time they graduate high school, in order to demonstrate readiness for college, career, and civic life.

Refer to the [West Contra Costa USD Graduate Profile](#)¹ for an example, or ConnectEd's document [College and Career Readiness: What Do We Mean?](#)² for a framework of elements to consider.

Develop a graduate profile. An effective plan of action for a district's LCAP builds backward from the goal it seeks to engender. One way to frame this is to consider the ideal qualities, competencies, and experiences that high school graduates should have – in other words, to define a “graduate profile.” Community input is a natural starting point, and intersects well with requirements for the public vetting of a proposed LCAP. What is the ultimate goal for students in the district? What does college and career readiness mean to the community? Through focus groups, polls of the community, town meetings with students, teachers, parents, local employers, postsecondary representatives, and other community partners, a graduate profile can be developed that reflects community needs, and which can lead to community action to meet those needs.

Strategic planning. In addition to being an expenditure framework and outlining the eight state priorities that a district must address, the LCAP functions as a district's strategic plan. Building from the end goal of

producing self-directed learners with access to a well-rounded selection of academic and arts curricula and arts career pathways, the LCAP identifies reasonable, measurable, and achievable goals, and the necessary supports and resources for teachers, administrators and other staff to meet those goals. It can inform the types of instructional resources, support services, workshops, and professional development needed to support student engagement and student achievement, as well as facility plans and teacher assignment needs. Discussions with stakeholders can inform appropriate indicators beyond those required, as well as growth targets, and ideally catalyze a collective sense of ownership to meet improvement goals, create high quality learning experiences for all students, and close opportunity gaps.

The graduate profile can be the unifying goal towards which all actions and objectives are focused, while the strategic plan can serve as the comprehensive plan of action to work towards the goals of the graduate profile (refer to the table below for examples of arts-relevant actions and expenditures).

Goals and Progress Indicators – Setting Targets and Measuring Progress

A graduate profile can be viewed as a benchmarking document. It lays out the ideal characteristics of the district in terms of student competencies, attributes, and achievement. The graduate profile and its particular description of college- and career- ready students can be integrated within the required reporting elements of the LCAP, as well as those other elements that the district and community consider relevant. Just as the stakeholder engagement process can inform the profile and the action plan, so too can it inform what is reported in the plan, an actionable timeline, and reasonable growth targets.

Activities, Services, and Expenditures

The first two sections of the LCAP, Stakeholder Engagement and Goals and Progress Indicators, form the bedrock needed to identify the specific Activities, Services and Expenditures that must occur to meet district goals. Among other things, these inputs can include professional development, instructional materials, facility upgrades, programs of study, teaching, counseling or other staff additions, and technology and equipment purchases.

¹ Available at:

http://www.connectedcalifornia.org/direct/files/blog/WCCUSD%20Graduate%20ProfileD1_22_13.pdf

² Available at: http://connectedcalifornia.org/direct/files/resources/RevED_CACRF%20paper_final%20txt_v4.pdf

³ Available at: <http://www.hewlett.org/programs/education-program/deeper-learning/what-is-deeper-learning>

Coordinate resources and programs. LCAPs will require districts to incorporate a wide range of elements into their three-year plans (standardized test achievement, course access, parental involvement, adequate facilities and classroom resources, etc.). It is important to see that these are **not** separate priorities that demand separate strategies – they are interdependent and impact one another. Applied as an overarching strategy for district planning, ensuring access to diverse and high-quality arts instruction is one of several essential factors for creating an engaging and impactful education experience.

Serve “unduplicated” pupils equitably. Districts receiving supplemental and concentration funds to serve English language learners, foster youth, and students receiving free and reduced-price meals should look at supplemental services and specialized programs that can support the participation and success of those students. Rather than developing or sustaining separate programs for distinct student groups, districts should look at ways the arts can improve the educational experience for “unduplicated pupils”. The additional funds that these students generate should be part of a strategy to serve most, if not all students, with the additional funds being targeted at the students who need them. Beyond the classroom, extended-day, summer, and work-based learning strategies can be adapted to reinforce English language acquisition through contextualized curriculum and projects. District-wide, site-specific, and personalized support services can be utilized to close opportunity and achievement gaps for unduplicated pupils (additional examples are provided in the table on the following pages).

Spend funds effectively. The LCAP, it is worth remembering, is part of the Local Control Funding Formula law, whose primary purpose is to concentrate funds for high need student populations. As districts assess and evaluate existing initiatives, and adapt their priorities to meet to the new funding scheme, they must also consider how they fit the LCAP framework. Are there ways to restructure interventions, facilities, staffing, professional development, course materials or other expenditures to address multiple LCAP priorities, serve multiple student groups, and address multiple subject areas? Linking expenditures across departments, programs, and areas of expertise and will facilitate collaboration and reduce the number of activity, subject and skill silos.

Districts must also identify which actions performed to meet their targeted goals also serve the particular needs of low-income pupils, English learners, foster youth and redesignated Fluent English Proficient students.

State Priorities		Elements	Relevance to CREATE CA	Opportunities for Expenditure and Program Planning
Conditions of Learning	Basic	Teacher assignment and credentialing	CREATE CA is focused on the integration of the arts, innovative thinking and creativity into academics – which has implications for teacher, facilities and instructional material standards. An appropriately assigned teacher is one that can effectively integrate their subject material with other subjects and inspire their students to be better learners. School facilities and instructional materials should facilitate cross-disciplinary and promote project-based learning without being a distraction.	<ul style="list-style-type: none"> • Improve hiring processes and teacher professional development plans to ensure that appropriate teachers are hired for courses, and that they are supported in additional training, as necessary. • Revise job descriptions and selection criteria, and work with teacher preparation programs to ensure a pipeline of appropriately trained interns and student teachers. • Upgrade art studios, theater-spaces and other facilities to better serve project-based learning needs in the arts. • Establish new single-subject credentials in Theater or Dance. • Ensure multiple-subject credentials include preparation in various art forms.
		Standards-aligned instructional materials		
		Facilities in good repair		
	Implementation of State Standards	Common Core	CCSS and NGSS focus on critical thinking and problem solving, and the aligned Smarter Balanced assessments will include performance tasks. Embedding arts programs into the Core curriculum emphasizes academic and real-world applications, facilitates students' ability to think creatively and critically, and provides college and career relevance, and complex challenges needed to inspire persistence.	<ul style="list-style-type: none"> • Provide teacher professional development to create performance tasks and curriculum units that embed arts instruction within Common Core content standards. • Develop project-based and work-based arts learning opportunities that are aligned to Common Core and integrate rigorous academic content standards.

		Next Generation Science Standards		<ul style="list-style-type: none"> Utilize digital tools and platforms that directly support pathway development and implementation
	Course Access	Access and enrollment in required subjects of study	<p>CREATE CA sets a higher expectations than simply completing high school. College and career readiness are premised upon an education that not only meets graduation requirements, but also provides the preparation necessary for a full range of competencies, like innovation and persistence, needed for the creative economy.</p>	<ul style="list-style-type: none"> Expand student access to and enrollment in arts programs of study that integrate rigorous academics, work-based learning, innovation and creativity. Increase equity of access, enrollment and completion of arts opportunities according to race/ethnicity; gender; English proficiency, special education or socioeconomic status; or prior student achievement.
Other subject areas (incl. PE, CTE and Visual and Performing Arts, etc.)				
Pupil Outcomes	Pupil Achievement	Standardized tests	<p>An active arts curriculum integrates academic, creative and collaborative learning, reinforcing content through real-world applications. Students perform better on tests when they are engaged and better understand subject content.</p>	<ul style="list-style-type: none"> Expand access to, enrollment and persistence in, and completion of arts opportunities. Provide professional development to support teaching of project-based learning in the arts. Provide teacher professional development to create performance tasks and curriculum units that embed Common Core content standards across subject areas. Develop personalized supports that address the academic, personal and socio-emotional needs of students.
		API scores		
		College & career ready pupils		
		English Learner to English Proficient		
		EL reclassification rate		
		AP exam pass rate		
EAP pass rate				

Engagement	Other Pupil Outcomes	Other outcome measures (incl. PE, CTE and Visual and Performing Arts, etc.)	CREATE CA spotlights innovation, economic development and creativity. These develop into skills that translate across academic, career technical and artistic disciplines.	<ul style="list-style-type: none"> Expand the use of interdisciplinary, project-based learning that teaches competencies that are transferable between academic and artistic subjects. Ensure schools provide classroom sufficient classroom opportunities in subjects outside of the Common Core and NGSS.
	Parent Involvement	Efforts to seek input	Parental and family input and engagement are vital to fully understanding the holistic support needs of all students. Their participation is essential to increasing student motivation and self-efficacy, and recognition of student assets.	<ul style="list-style-type: none"> Elicit parental involvement in local planning or advisory committees. Hold student project showcases, family information nights, and other family activities that help parents understand what and how well their children are doing in school and the opportunities they have.
		Promote participation		
	Pupil Engagement	Attendance rates	An arts curriculum emphasizes active learning, collaboration and creativity. Students are more engaged as they make connections between what they learn, ways to apply it, and why it's important to their daily life.	<ul style="list-style-type: none"> Develop personalized student supports that address the academic, personal and socio-emotional needs of students. Develop in students the understanding that perseverance is a pathway to future success. Develop career pathways, multi-disciplinary projects and project-based learning curricula that connect academic learning to student career interests.
		Chronic absenteeism		
		Middle/high school dropout rate		
	School Climate	Graduation rate	Students who feel connected to their school communities have positive social perceptions of school and believe school is important to their future. ⁸ For many students the arts are the bridge to active learning and a sense of ownership over their education.	<ul style="list-style-type: none"> Ensure that at-risk students have access to arts programs, and that they are not only for high performing students. Develop student and staff surveys that are used for improvement and planning. Provide clear pathways to opportunities within the creative economy.
		Suspension rates		
		Expulsion rates		
			Other local measures (incl. student, parent, teacher and staff surveys on safety and school connectedness)	

⁸ Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services; 2009.

				<ul style="list-style-type: none">• Develop personalized supports to address academic, personal and socio-emotional needs of students.
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Attachment 3-Linked Learning and the Arts

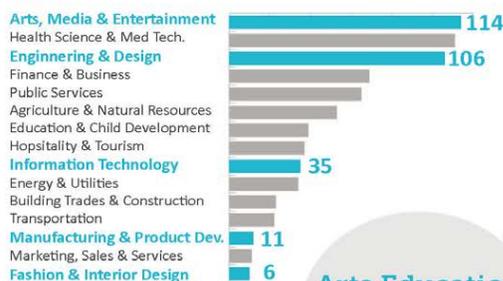
Linked Learning & the Arts

Preparing Youth for Success in the Creative Economy

Linked Learning Pathways

California has over **730** Linked Learning pathway programs in 15 Career Technical Education (CTE) industry sectors.

37% of these programs are in creative industries.



Common pathways include:

- Visual & Performing Arts
- Architectural Design
- Media and Animation
- Graphic Communications
- Digital Media & Design
- Film Production
- Graphic Arts

Arts Education & the Common Core Standards

Project- and work- based learning provide students with opportunities to contextualize classroom learning in career-relevant situations. This applied approach to learning facilitates content mastery.

Architecture projects can integrate geometry curriculum, just as performance art students can write reviews of theatre performances to demonstrate their critical thinking skills.

Integrated College & Career Courses

Over **5,100** creative sector courses fulfill the UC's 'a-g' subject criteria.

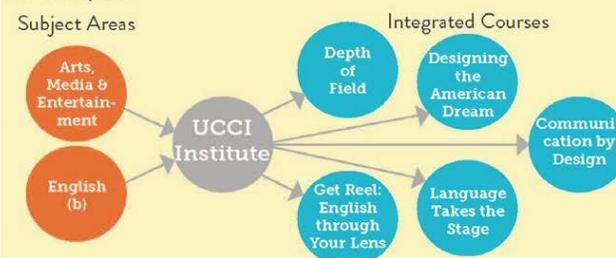
83% fulfill Visual and Performing Arts requirements (f)

16% fulfill the General Elective requirement (g)

Less than 1% fulfill requirements for other subject areas (a-e)

UC Curriculum Integration Institutes are changing this trend.

For example...



State & Federal Resources

- California Career Pathways Trust (CDE)
- California Partnership Academies (CDE)
- Common Core Implementation Funding (CDE)
- CTE Pathway Program (SB 1070)
- Local Control Funding Formula (CDE)
- Perkins (US Dept. of Education)
- UC Curriculum Integration Institute (UC)
- Youth CareerConnect (Dept. of Labor)