California County Offices of Education

Aligning Arts Education and CA's Local Control Funding Formula

The Arts Education Partnership (AEP) created this toolkit to connect research in its ArtsEdSearch database with the Local Control Funding Formula. The toolkit is intended to support California's County Offices of Education as they align arts education with the state's priority outcome areas and provide technical assistance for districts and schools in their counties.

ARTS EDUCATION PARTNERSHIP

INTRODUCTION

Arts Education and Local Control Funding Formula

A 2022 report by SRI International found that California's County Offices of Education (COEs) play an important role in supporting arts education in California's schools. The report also found that arts education is largely separated from the state's accountability system. The goal of this project is to help arts leads within COEs build and champion stronger, evidence-based arts education programs in the schools they serve.

Staff from the Arts Education Partnership (AEP) developed tools to align arts education research with California's Local Control Funding Formula (LCFF) priority outcome areas.

First, AEP linked research in its ArtsEdSearch database to the LCFF priority areas for a series of three short publications. Second, AEP created a new version of the ArtsEdSearch website that invites interested parties to search for studies aligned to the priority areas.

Standards-based, equitably accessible arts education is a key component of learning opportunities (Priority 2). These resources presume that students have access to arts education courses (Priority 7). Without access, there are no outcomes to measure, though there is ample evidence that access is still inequitable both within California and across the country.

While there is robust research on many outcomes of arts education, this resource only addresses the LCFF priority outcomes for which AEP identified a research base. These include:

Priority 1 – Basic Services (Conditions of Learning)
Priority 4 – Student Achievement and Priority 8 – Student Outcomes (Pupil Outcomes)
Priority 5 – Student Engagement and Priority 6 – School Climate (Engagement)
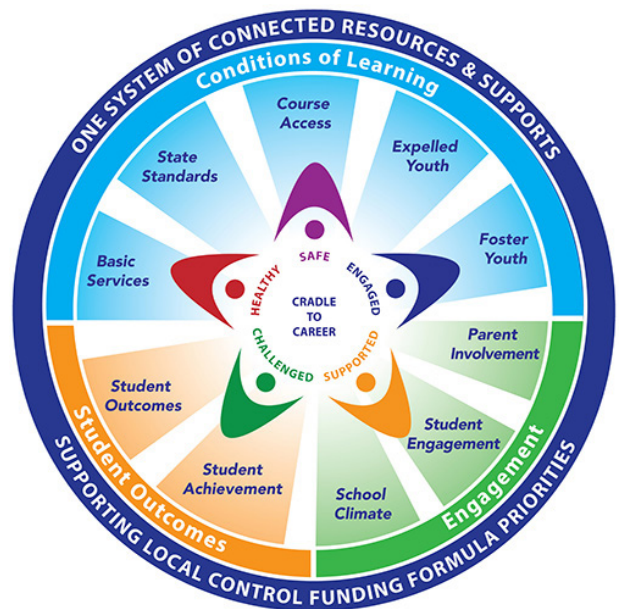
Takeaways

The goal of this toolkit is to help arts leads within County Offices of Education (COEs) build and champion stronger, evidence-based arts education programs in the schools they serve.

This introduction document is intended to orient county arts leads to the rest of the series.

The other three documents in the toolkit align available research to CA's priority outcome areas:

Priority 1 – Basic Services
Priority 4 – Student Achievement
Priority 5 – Student Engagement
Priority 6 – School Climate
Priority 8 – Student Outcomes

The final tool is a version of ArtsEdSearch that invites interested parties to search for studies aligned to each priority area.

Notes for Users

Because AEP limited its research base to studies from ArtsEdSearch, most of the identified research measures outcomes in arts integration settings where arts learning is integrated equally with other content areas.

Some studies examine outcomes related to more than one art form. Others focus on one arts discipline, with music being the most frequently studied. AEP's staff continue to work to increase both the depth and breadth of studies in ArtsEdSearch.

The outcomes identified in some of the studies provided do not perfectly align with state and/or local indicators associated with each priority area. For example, local indicators for **priority 1** are textbook availability, adequate facilities and correctly assigned teachers — however, the research focuses on improving the quality of teaching. AEP's researchers have adopted language and terms that best fit the broader priority areas.

The outcomes identified in more than half the studies are not measurable using state and/or local indicators associated with the identified priority area. For example, the state indicators for **priority 5** (student engagement) are graduation rates and chronic absenteeism, but most studies cited in this resource do not use those indicators to measure impact. They are more likely to assess student well-being, identity, self-esteem and similar outcomes. Studies aligned to **priority 4** (pupil outcomes) are the most likely to use measures aligned to state indicators.

> " **The arts are a necessary and required component for all California students to develop as well-rounded, lifelong learners who contribute to the prosperity and quality of life for local and global communities. An education in the arts (dance, media arts, music, theatre, and visual arts) develops engaged, creative, expressive, responsive, and artistically literate citizens.** "

Source: California Arts Education Framework

Acknowledgements