

---

## SENATE COMMITTEE ON EDUCATION

Senator Benjamin Allen, Chair

2017 - 2018 Regular

---

**Bill No:** SB 933 **Hearing Date:** April 4, 2018  
**Author:** Allen  
**Version:** March 1, 2018  
**Urgency:** No **Fiscal:** Yes  
**Consultant:** Brandon Darnell

**Subject:** Visual and performing arts education: grant program

### SUMMARY

This bill establishes the Arts for Every Student Incentive Grant Program, to be administered by the California Department of Education, to encourage and maintain the delivery of high-quality visual and performing arts education programs, and provide a jump start for school districts lacking the capacity to provide access to a visual and performing arts education to every pupil.

### BACKGROUND

Existing law:

- 1) Continues implementation of the Local Control Funding Formula (LCFF), which was enacted as part of the 2013-14 Budget Act. The LCFF was a significant reform to the state's system of financing K-12 public schools. It replaces the prior system of revenue limits and restricted funding for a multitude of categorical programs with a new funding formula that provides targeted base funding levels tied to four grade spans for the core educational needs of all students and supplemental funding for the additional educational needs of low-income students, English learners, and foster youth. With the implementation of the LCFF, the vast majority of categorical programs were eliminated and their funding was redirected into the LCFF. Because LCFF funds have limited spending restrictions, local education agencies have considerable flexibility to direct LCFF resources to best meet their students' needs, as outlined in their local control and accountability plan. (Education Code § 42238 et seq.)
- 2) Requires the adopted course of study for grades 1 to 6, inclusive, to include instruction, beginning in grade 1 and continuing through grade 6, in certain areas of study, including 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. (EC § 51210(a)(5))
- 3) Requires the adopted course of study for grades 7 to 12, inclusive, to offer courses in certain areas of study, including visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression. (EC § 51220(b)(g))

- 4) Specifies the course requirements to receive a diploma of graduation from high school, including one course in visual or performing arts, foreign language, or, until July 1, 2022, career technical education.

## ANALYSIS

This bill establishes the Arts for Every Student Incentive Grant Program, to be administered by the California Department of Education (CDE), to encourage and maintain the delivery of high-quality visual and performing arts education programs, and provide a jump start for school districts lacking the capacity to provide access to a visual and performing arts education to every pupil. Specifically, this bill:

- 1) Establishes the Arts for Every Student Incentive Grant to be administered by the CDE, as a state education, access, and equity initiative with the goal of providing pupils in prekindergarten, kindergarten, and grades 1 to 12, inclusive, with the knowledge and skills to be successful in school, work, and life and to close the gap in access to visual and performing arts education that exists in communities across the state, particularly the most underresourced.
- 2) Requires the program to encourage and maintain the delivery of high-quality visual and performing arts education programs and provide a jump start for school districts lacking the capacity to provide access to a visual and performing arts education to every pupil.
- 3) States the intent of the Legislature that the grant program provide a one-time investment to establish models of best practice, leading to sustained funding over time through the local control funding formula.
- 4) Requires the CDE, when awarding grants pursuant to the grant program, to give special consideration to all of the following:
  - a) Socioeconomically disadvantaged school districts with limited access to visual and performing arts education, in which funding may be used to create new opportunities.
  - b) School districts with a demonstrated commitment to visual and performing arts education, in which funding may be used to match local investment for specific programs.
  - c) School districts demonstrating districtwide commitment to visual and performing arts education in their existing local control and accountability plans.
  - d) School districts that articulate a plan for the sustained provision of visual and performing arts education.
- 5) Requires an applicant's grant program application to include a plan describing how it will use the grant.

- 6) Requires the CDE to give favorable consideration to plans that expend appropriate grant resources on effective visual and performing arts education supports, including on any of the following:
  - a) Offering high-quality curriculum and instruction in all five disciplines aligned with the state's visual and performing arts content standards for sequential, standards-based arts education, provided by certificated visual and performing arts educators and qualified community arts providers.
  - b) Offering visual and performing arts education and integration professional learning for teachers to enhance educator quality, preparation, and professional learning in the visual and performing arts.
  - c) Collecting and reporting appropriate data for the evaluation of the grant program.
  - d) Making public and private direct and indirect investments in mentorship and training.
  - e) Building awareness and public will through community engagement and mobilization.
  - f) Identifying and utilizing community cultural and linguistic resources.
- 7) Requires the CDE to award grants pursuant to the grant program based on an appropriate scoring system that is based on a demonstrated commitment to high-quality visual and performing arts education and equity.
- 8) Specifies that a grant recipient may consist of one or more, or any combination of, a school district, county office of education, or charter school.
- 9) Requires the CDE, in developing and administering the grant program, to consult with persons and entities that have expertise in visual and performing arts education, including the following:
  - a) Higher education institutions with certificated visual and performing arts programs.
  - b) Community cultural organizations.
  - c) School district personnel.
  - d) Creative industry business leaders.
  - e) Teachers.
  - f) Parents.
  - g) Visual and performing arts education policy experts.

- h) Statewide professional visual and performing arts organizations.
- 10) States Legislative findings and declarations relating to visual and performing arts.

### STAFF COMMENTS

- 1) ***Need for the bill.*** According to the author, “California requires that students in grade K through 12 receive arts education that includes elements of dance, music, visual arts, and theater. According to the California Arts Data Project, 86% of California schools provide at least one course in an arts discipline, but only 12% offer all four disciplines. During the 2016-17 school year, only 39% of California students were enrolled in an arts course. The majority of students were enrolled in visual arts and music courses, with theater and dance lagging behind. In order to graduate from high school, a student must have one course of visual/performing arts, foreign language, or career technical education. This permits California students to fulfill high school graduation requirements without taking any arts courses. A strong body of academic research has shown that arts instruction and arts integrated education engages students and increase learning achievement in non-arts subjects.”
- 2) ***Equity in arts education.*** According to data from the California Arts Data project, arts enrollment is impacted by the number of students who qualify for free or reduced-price meals in a school. Specifically, schools with low numbers of students that qualify for free or reduced-price meals have arts enrollment that is approximately 19 percent higher than schools with high numbers of students that qualify for free or reduced-price meals.  
(<http://www.createca.dreamhosters.com/interactive-dashboard/>) Taken together with the 2012 UCLA study referenced the author’s office that found that teenagers from low-income backgrounds who have a history of in-depth arts involvement have better academic outcomes and higher rates of college enrollment and attainment, the lower level of arts enrollment of students that qualify for free or reduced-price meals has an impact beyond the arts.

In fact, this bill seeks to remedy this inequity by requiring the California Department of Education to give special consideration to socioeconomically disadvantaged school districts with limited access to visual and performing arts education, in which funding may be used to create new opportunities. However, the bill also provides special consideration to other types of programs, including:

- a) School districts with a demonstrated commitment to visual and performing arts education, in which funding may be used to match local investment for specific programs.
- b) School districts demonstrating districtwide commitment to visual and performing arts education in their existing local control and accountability plans.
- c) School districts that articulate a plan for the sustained provision of visual and performing arts education.

As the bill moves forward, the author may wish to consider whether the number of different types of arts programs that bill seeks to prioritize may diminish its ability to adequately prioritize those socioeconomically disadvantaged school districts with limited access to visual and performing arts education, in which funding may be used to create new opportunities. The author may also wish to consider whether the prioritization for socioeconomically disadvantaged schools districts with limited access to visual and performing arts education should be limited to creating new opportunities, as increasing access within existing programs would still result in increased access.

- 3) **Local Control Funding Formula (LCFF) and categorical programs.** In recent years, the state has transitioned to the LCFF and the utilization of Local Control and Accountability Plans (LCAPs) to empower local school boards with the ability to tailor important educational decisions to the unique circumstances of their schools and communities. The LCFF eliminated most categorical programs, but this bill seeks to create a new visual and performing arts categorical program, albeit with the stated intent that the grant program “provide a one-time investment to establish models of best practice, leading to sustained funding over time through the local control funding formula.” The *committee may wish to consider whether* the strategies proposed by this bill can be incorporated in a school district's LCAP and funded locally, either independently or through public-private partnerships. However, according to data from the California Arts Education Data Project, enrollment in arts courses has remained relatively flat since 2014, with only 46,943 additional enrollments.  
[\(http://www.createca.dreamhosters.com/interactive-dashboard/\)](http://www.createca.dreamhosters.com/interactive-dashboard/)
- 4) **Newly authorized single subject credentials in dance and theatre.** Legislation passed in 2016 (SB 916, Allen) requires the California Commission on Teacher Credentialing (CTC) to issue single subject teaching credentials in dance and theatre. Previously, the CTC only offered art and music specialized single subject credentials for the visual and performing arts. In order to teach dance or theatre, teachers had to be credentialed in physical education or English, respectively. While the CTC is still in the process of establishing these new single subject credentials, once they become available local educational agencies will see an increase in the number of teachers credentialed in dance and theatre, and thus could have the staffing available to offer new, or expand existing dance and theatre opportunities. In an era of concern over teacher shortages, these newly credentialed teachers could be a welcome resource to satisfy staffing needs and potentially even graduation requirements.
- 5) **Technical amendment.** This bill specifies that a grant recipient may consist of one or more, or any combination of, a school district, county office of education, or charter school. However, provisions in the bill relating to prioritization and consultation reference school districts only. **Staff recommends that the bill be amended** to change those references to “local educational agencies,” as defined to include a school district, county office of education, or charter school.

## 6) Previous and related legislation.

## RELATED

AB 1743 (O'Donnell, et al; 2018) Extends funding for the Career Technical Education Incentive Grant (CTEIG) Program at \$500 million per year and establishes funding of \$12 million per year for regional technical assistance. AB 1743 is pending in the Assembly Appropriations Committee.

AB 2683 (Gipson, 2018) Creates the California Student Author Art and Literacy Project as a grant program for the benefit of pupils from extremely low-income communities. The bill would appropriate \$1,000,000 from the General Fund to the Arts Council in the 2018–19 fiscal year for purposes of providing grant awards to nonprofit organizations for purposes of the program. AB 2683 is pending in the Assembly Education Committee.

## PREVIOUS

AB 418 (Chau, 2017) would have required the Superintendent of Public Instruction to establish a computer science education grant pilot program to increase participation in computer science courses, particularly for students historically underrepresented in the field of computer science, and to provide professional development for teachers in computer science. AB 418 died in the Assembly Appropriations Committee.

SB 494 (Hueso, 2017) would have established the Golden State Reading grant program for the purpose of assisting local educational agencies in ensuring that all students meet reading standards and language progressive skills by the end of grade 3. SB 494 was vetoed by the Governor, who stated:

**“Local educational agencies already have the flexibility under the Local Control Funding Formula to provide students the support they need to ensure that appropriate reading and language skills are achieved.”**

AB 104 (Education Omnibus Trailer Bill; Chapter 13, Statutes of 2015) established the California Career Technical Education Incentive Grant Program, a competitive grant program administered by the CDE to provide support for career technical education in grades K-12, and provides \$400 million in 2015-16, \$300 million in 2016-17, and \$200 million in 2017-18 for this program.

**SUPPORT**

Alfred Music  
Angels Gate Cultural Center  
Arcata Arts Institute  
ART=OPPORTUNITY  
Arts Bridging the Gap  
Arts Council Santa Cruz County

Arts Education Alliance of the Bay Area  
Arts for LA  
Arts Orange County  
Artspiration  
Art Theater Entertainment Magnet High School  
Bolton & Company  
CalArts Community Arts Partnership  
California Alliance for Arts Education  
California Arts Advocates  
California Association of Museums  
California Desert Arts Council  
California Educational Theatre Association  
California Music Educators Association  
California Shakespeare Theater  
Ciari Guitars  
City of Los Angeles  
Coaching+Color  
Conscious Youth Media Crew  
Constellation Music Instruments  
Davis Senior High School, Davis Joint Union School District  
Drama Education Network  
DynaMount, LLC  
E. Clara Raley Studios for the Performing Arts  
Enchanted Studio Props, LLC  
Freestyle Academy  
Humboldt County Office of Education  
Inside Track Int'l  
La Quinta Arts Foundation  
Los Angeles County Arts Commission  
Los Angeles Philharmonic  
Love and a .38  
Monterey Jazz Festival  
Montgomery High School, Santa Rosa City Schools  
Morgan Hill Unified School District  
Music for Minors  
National Association of Music Merchants  
Pasadena Unified School District  
Performing Arts Workshop  
P.S. Arts  
Rockin' Kidz Music Co.  
Recording Academy  
Sanchez Art Center  
San Diego County Office of Education  
San Diego Music Studio  
San Francisco Unified School District  
Santa Barbara Education Foundation  
Santa Clara County Office of Education  
Santa Rosa City Schools  
Side Street Projects  
South Pasadena Arts Council

Standard Property Company  
Stockton Unified School District  
Techno Empire, Inc.  
The Academies Charter Management Organization  
The Actors Fund  
Turnaround Arts: California  
Visalia Fox Theatre  
Woodshop Rocks  
Windsor Unified School District  
Yamaha Corporation of America  
Yerba Buena Center for the Arts  
Young Storytellers

**OPPOSITION**

None received

**-- END --**