

# California Exemplary Arts Education Award (EAEA)

A Webinar Exploration  
of the Updated  
2025–26 Application and Submission Process

April 29, 2025



# Agenda

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- Purpose and Overview
- Eligibility Requirements
- Application Components and Submittal Process
- Timeline and Key Dates



# Purpose and Overview




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- The California EAEA allows schools to share their exemplary arts education programs and practices which have contributed to their success.
- These schools serve as model arts programs for the California Department of Education (CDE) for two years.

# Eligibility Requirements



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- Offers instruction in a minimum of three arts disciplines (dance, media arts, music, theatre, and/or visual arts)
  - Can demonstrate that ALL populations have equal opportunities to access these programs
  - Offers educational programs or arts education curriculum and instruction aligned to the State Board of Education-adopted California Arts Standards
  - Has cleared for use any student images and likeness included in the submission

# Application Components

Part 1: School Overview

Part 2: Eligibility Confirmation

Part 3: Theme A—Program Administration and Accountability

Part 4: Theme B—Program Development and Growth

Part 5: Theme C—Program Curriculum, Instruction, and Assessment

# Theme A – Program Administration and Accountability

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How does your school demonstrate a commitment to providing high-quality, adequate resources and funding for arts education for ALL students?



# Theme A – Subthemes

- A.I Demonstrate that there is a broad selection of visual and performing arts (VAPA) courses offered in a minimum of three disciplines.
- A.II Demonstrate that adequate time is allocated and protected in the schedule to ensure access to VAPA instruction for all students in all identified arts disciplines.
- A.III Demonstrate that appropriately credentialed arts teachers/teacher leaders teach the arts.
- A.IV Demonstrate how the school budget ensures adequate access to quality materials, equipment, space, and technology for all arts instruction.
- A.V Demonstrate ways the entire school community is engaged with the VAPA program, including how they support the academic value, career connections, and creative expression opportunities for students provided by the VAPA program.

# Theme A - Evidence Examples

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- Arts education prioritized in the Local Control and Accountability Plan
- Strategic arts plans
- Number of credentialed arts specialists on staff
- Master schedule
- Budgetary documents
- Course enrollment



# Theme B – Program Development and Growth

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How does your school demonstrate a commitment to maintaining and expanding a high-quality arts program through both teacher professional learning and programmatic planning? Consider—what does your art program look like today versus the past?



# Theme B – Subthemes

- B.I Demonstrate that the school has a strategic plan for implementing effective arts education aligned to the California Arts Education Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve.
- B.II Demonstrate the process for revising the strategic arts plan based on multiple indicators, including arts assessments, stakeholder surveys of needs, community input, and involve arts and non-arts teachers.
- B.III Demonstrate that teachers regularly collaborate to ensure that the curriculum and instruction are aligned with the California Arts Standards.
- B.IV Demonstrate that the professional learning opportunities provided are research-based information on current arts issues and strategies, school-based student art learning data, and connected to student needs.
- B.V Demonstrate how recent federal/state/private funding opportunities have improved your arts program (For example, Arts, Music, and Instructional Materials; Proposition 28; private grants; etc.).

# Theme B – Evidence Examples

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- Specific strategic arts plans
- Conferences and trainings offered to teachers
- Arts integration training
- Participation in communities of practice
- Summer externships
- Professional development evaluation

# Theme C – Program Curriculum, Instruction and Assessment

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How does your school demonstrate a commitment to high-quality arts curriculum, instruction, and assessment aligned to the California state standards?



# Theme C – Subthemes

- C.I Demonstrate that the implemented curricula are aligned with the California Arts Standards and allow the students to learn to utilize developmentally appropriate, discipline-specific arts vocabulary in oral and written peer reviews and critiques to evaluate each other's work.
- C.II Demonstrate how teachers integrate authentic and curriculum-aligned arts resources (i.e., virtual resources, use of technology in art making or presenting art works, community artists' residencies, field trips, etc.) into the program offerings.
- C.III Demonstrate how the curriculum promotes the regular and inclusive student performances, demonstrations, and productions including student-initiated projects.
- C.IV Demonstrate the standards-based guidelines and tools teachers use for formative and summative assessments in all provided arts disciplines as a regular part of instruction and planning.
- C.V Demonstrate how teachers regularly provide students with authentic, meaningful feedback in arts learning, and provide students with tools for establishing further learning goals.

# Theme C – Evidence Examples

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- Standards-aligned lesson plans and student work samples
- Videos of standards-aligned student performances
- Student exhibitions
- Standards-aligned rubrics and student work samples
- Examples of portfolio or project-based assessments

# Submittal Process



- Online application link (which will become available on the EAEA web page in May 2025).
- Sample application and scoring rubric is available on the web page.
- Any certificated or classified school staff member can fill out and submit the application.

# Scoring



- Each theme is worth 15 points total.
  - Five subthemes
  - Each subtheme worth 3 points
- Evidence must be submitted as a functional URL with viewing access provided.



# Theme A: Program Administration and Accountability Subthemes and Rubric

Code	Subtheme Description	Narrative Score (0–2)	Evidence Score (0–1)
A.I	Demonstrate that there is a broad selection of Visual and Performing Arts (VAPA) courses offered in a minimum of three disciplines.	0–2/2	0–1/1
A.II	Demonstrate that adequate time is allocated and protected in the schedule to ensure access to VAPA instruction for all students in all identified arts disciplines.	0–2/2	0–1/1
A.III	Demonstrate that appropriately credentialed arts teachers/teacher leaders teach the arts.	0–2/2	0–1/1
A.IV	Demonstrate how the school budget ensures adequate access to quality materials, equipment, space, and technology for all arts instruction.	0–2/2	0–1/1
A.V	Demonstrate ways the entire school community is engaged with the VAPA program, including how they support the academic value, career connections, and creative expression opportunities for students provided by the VAPA program.	0–2/2	0–1/1

# Theme B: Program Development and Growth Subthemes and Rubric

Code	Subtheme Description	Narrative Score (0–2)	Evidence Score (0–1)
B.I	Demonstrate that the school has a strategic plan for implementing effective arts education aligned to the <i>California Arts Standards</i>	0–2/2	0–1/1
B.II	Demonstrate the process for revising the strategic arts plan based on multiple indicators, including arts assessments, stakeholder surveys of needs, community input, and involve arts and non-arts teachers.	0–2/2	0–1/1
B.III	Demonstrate that teachers regularly collaborate to ensure that the curriculum and instruction are aligned with the <i>California Arts Standards</i> .	0–2/2	0–1/1
B.IV	Demonstrate that the professional learning opportunities provided are research-based information on current arts issues and strategies, school-based student art learning data, and connected to student needs.	0–2/2	0–1/1
B.V	Demonstrate how recent federal/state/private funding opportunities have improved your arts program (for example, Arts, Music, and Instructional Materials; Proposition 28; private grants; etc.).	0–2/2	0–1/1

# Theme C: Program Curriculum, Instruction, and Assessment Subthemes and Rubric

Code	Subtheme Description	Narrative Score (0–2)	Evidence Score (0–1)
C.I	Demonstrate that the implemented curricula are aligned with the <i>California Arts Standards</i> and allow the students to learn to utilize developmentally appropriate, discipline-specific arts vocabulary in oral and written peer reviews and critiques to evaluate each other’s work.	0–2/2	0–1/1
C.II	Demonstrate how teachers integrate authentic and curriculum-aligned arts resources (i.e., virtual resources, use of technology in art making or presenting art works, community artists’ residencies, field trips, etc.) into the program offerings.	0–2/2	0–1/1
C.III	Demonstrate how the curriculum promotes the regular and inclusive student performances, demonstrations, and productions, including student-initiated projects.	0–2/2	0–1/1
C.IV	Demonstrate the standards-based guidelines and tools teachers use for formative and summative assessments in all provided arts disciplines as a regular part of instruction and planning.	0–2/2	0–1/1
C.V	Demonstrate teachers regularly provide students with authentic, meaningful feedback in arts learning, and provide students with tools for establishing further learning goals	0–2/2	0–1/1

# Timeline and Key Dates

May 1, 2025:  
2026 EAEA  
online  
application  
opens for  
submissions

December 21,  
2025  
(Sunday):  
Applications  
must be  
submitted to  
the CDE, by  
11:59 p.m.  
Pacific  
Standard Time

Jan–March  
2026: CDE  
reviews and  
scores  
applications

March 2026:  
Exemplary  
Arts  
Education  
Awardees  
Announced

May 2026:  
Award  
Ceremony  
(details TBD)



# Thank you!

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**EAEA Support Team**

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**California Exemplary Arts Education Award Web Page**

**<https://www.cde.ca.gov/ta/sr/ea/>**