

**ARTS FOR ALL
COMMUNITY ARTS
EDUCATION PROJECT**

**REPORT TO THE
NORWALK-LA MIRADA UNIFIED
SCHOOL DISTRICT BOARD OF
EDUCATION**

June 7, 2004

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Arts For All

Closing the achievement gap while simultaneously raising the reading skills and achievement of all students is the district's overall mission for the students of Norwalk-La Mirada. This team* believes implementing a comprehensive arts program as pre-K-12 core curricula is an essential component of meeting that goal. When the arts are an integral part of the curriculum they transform the entire learning environment into a place of discovery. The arts create a dialogue with other disciplines that catalyze, reinforce, and deepen student learning across the curriculum.

The arts make a unique contribution to the way individuals experience and understand the world. The arts develop our qualitative intelligence, provide a distinct way to access direct experience with the world, and translate experience into forms of expression. The arts encourage non-verbal ways of thinking that are often underdeveloped in other school disciplines.

Characteristics of a Quality Arts Education Program

- Community Involvement And Support Through Collaborative Partnerships
- Long Term Commitment
- Highly Qualified Educators And Arts Professionals With Ongoing Opportunities For Professional Development
- Access To All Arts Disciplines For All Students At All Grade Levels
- District Wide Sequential Standards Based Curriculum
- Provides Opportunities For Lifelong Professional And Personal Growth And Appreciation For The Arts
- Infrastructure That Provides Quality Leadership, Facilities, Resources, And Funding

The following research attests to the value of an arts education

- The College Board: The College Board reports that students of the arts outperform their non-arts peers on the SAT.
- The arts benefit at-risk youth: The participation of at-risk youth in arts programs improves their attitude, behavior and academic performance, decreases delinquent behavior, and increases communications skills.ⁱ Artistic conventions offer a safe harbor for trying out the situations of life and for experimenting with expression and communication.ⁱⁱ
- The arts motivate students: Children in schools with high levels of arts experiences are generally more engaged and motivated.ⁱⁱⁱ
- The arts give form to student's values, dreams, and visions. Students learn to give form to that which is often most significant to them: their reason for being.
- Desirable teaching characteristics are inherent to dynamic, multiple-arts teaching environments: Encouraging multiple perspectives, critical thinking skills and self-directed learning; understanding the relationship between

content, form and context; hands-on involvement to promote on-task behavior; and individualized instruction coupled with positive reinforcement.^{iv}

Research has also shown more specific ways in which the individual artistic disciplines impact learning:

- Drama helps to build verbal skills: There have been consistent positive associations between drama and reading comprehension, oral story understanding, written story understanding, persuasive writing ability and narrative writing skills. Drama also encourages students to probe into the meanings of terms and the use of words in the context of action.^v
- Music and spatial skills: Listening to and learning to play music positively affects spatial-temporal reasoning ability.^{vi}
- Dance and creative thinking: Dance is effective as a means of developing three aspects of creative thinking: fluency, originality, and abstractness. Studies suggest that dance instruction may provide a means for developing a range of the creative thinking aspects of critical thinking skills.^{vii}

At the completion of their formal schooling, students will enter a job force that emphasizes creativity and a willingness to experiment and take chances—*skills that a quality arts education provides*. An investment in the arts by both the public and private sectors is an investment in the creative future of the United States. Research has shown how the arts also contribute to the economic vitality of our state:

- The arts and jobs: The arts industry in California supports 400,000 full time jobs (more than legal and accounting, police and sheriffs officers, and construction workers).^{viii}
- The arts and state income: The arts generate \$830 million in state income in the form of fees and income and sales taxes. They also generate \$16.75 billion in annual economic activity (*excluding* artists and the entertainment industry), plus an additional \$10.1 billion in event related spending by arts audiences.^{ix}

While there have been enormous cutbacks throughout the state that have all but eliminated arts education, Norwalk-LaMirada Unified School District schools continue to find ways to offer some art programs. This committee believes it is time to extend this commitment and build a fuller, richer, more comprehensive arts curriculum. This report serves as a blueprint for such an undertaking and, thereby, a necessary step toward giving our students the highest quality education possible.

ⁱ U.S. Department of Justice, National Endowment for the Arts, Americans for the Arts. (1996-1999). YouthARTS Development Project.

ⁱⁱ Deasy, Richard J. (Ed.). (2002). Critical Links: Learning in the Arts and Student Academic and Social Development (p. 58). Washington DC: Arts Education Partnership.

ⁱⁱⁱ Deasy (2002), p.155.

^{iv} Deasy (2002), p. 99.

^v Deasy (2002), p.58-62.

^{vi} Harvard Project Zero. (2001). The Arts and Academic Improvement: What the Evidence Shows. Translations. 10. (1).

^{vii} Deasy (2002), p.16-18.

^{viii} California Arts Council. (2001). Making a Case for the Arts. <http://cac.ca.gov/impact/case.cfm>.

^{ix} Ibid.

Adapted from the Los Angeles County "Arts for All" Regional Blueprint for Arts Education and the Santa Monica-Malibu Unified School District "Arts for All Introduction".

***Special Note**

In the fall of 2003, at request of the superintendent, a team of district and community members was assembled for the purpose of reviewing the status of arts education in the Norwalk-La Mirada Unified School District, proposing an improvement plan with a timeline for implementation, and recommending a budget to implement a sequential K-12 arts education.

Goal 1 of the Arts for All Blueprint states that "each of the 82 districts in Los Angeles County enacts a policy, adopts a plan with timeline, and approves a budget to implement sequential K-12 arts education." The Blueprint has been adopted by the Los Angeles County Board of Education. The Los Angeles County Board of Supervisors, the Los Angeles County Arts Commission, and the Los Angeles County Arts Education Program Advisory Group.

EXECUTIVE SUMMARY

Executive Summary

Current Status of the Arts

While the Norwalk-La Mirada Unified School District lacks funding to provide a quality, sequential visual and performing arts program for all students, the district has made every effort to provide all students with an art experience during their PreK-12 education. In particular, the following programs are in place:

- a highly regarded instrumental music program for students in grades six through twelve.
- visual arts programs taught by certificated teachers in grades nine through twelve.
- high school theatre programs at all three high schools.
- one choral teacher at Norwalk High School.
- one dance teacher at Glenn High School.
- developmentally appropriate visual and performing arts curriculum and instruction by highly qualified personnel and trained staff at the Head Start State Pre-School.

Establishing Priorities

The team believes that there are two priorities for phase one to improve dramatically the arts in the Norwalk-La Mirada Unified School District. The first priority is to hire four instrumental music teachers to provide instruction at the elementary level. The second priority is to hire a Visual and Performing Arts coordinator who would oversee the development of curriculum and the implementation of the Visual and Performing Arts Plan.

Long-term Goal

Ultimately the goal of this project is to establish a PreK-12 district arts program that includes a visual and performing arts coordinator, visual and performing arts teachers at each level, teaching materials, musical instruments, funds for artists-in-residence programs, curriculum development, professional development, and resources to develop capacity.

Funding Plan

The school district currently provides about \$1,670,600 for visual and performing arts—about \$70.00 per child or less than one percent of the total district budget. The CAEP team recommends increasing the funding per student to approximately \$125 per child annually.

Phase One

- Hire 4 full time Instrumental Music Teachers grades 4-5. Approximate cost: \$260,000 annually.
- Hire a District Visual and Performing Arts Coordinator (DVC). Approximate cost: \$110,000 annually. (In the second year, it is proposed that half the DVC salary will be paid by Arts for All pooled fund.)
- Musical Instruments at each elementary school total \$89,000 one time cost

Phase Two

- Hire 3 Elementary Visual Arts Specialists (1 per family). Approximate cost: \$195,000 annually.
- Incorporate Dance into PE at the Middle Schools (no cost)

- 7 Middle School Art teachers (no cost)
- Integrate Theater into Language Arts at the Elementary and Middle Schools (no cost)

Phase Three

- Choral teacher at each Middle School (no cost)
- One time cost \$7,000 choral music
(Principals will hire a teacher, with a music credential and a core content area minor within the staffing ratio, to teach chorus and core content area classes.)
- Hire six Music teachers to begin the K-3 Orff General Music Program. Approximate cost: \$390,000 annually
- One time cost of \$40,500. (Six sets of Orff General Music Instruments)
- Dance program at all High Schools (no cost)

Phase Four

- Choral Teacher at each High School (no cost)
- One time cost \$3,000 choral music
Principals will hire a teacher with a music credential and core content area minor within the staffing ratio, to teach chorus and core content area classes. (Norwalk HS has a full time choral teacher)
- Hire three additional Elementary Visual Arts Specialists (totaling two per family by Phase four). Approximate cost: \$195,000 annually.

Projected Long-term Budget

Over the next seven to ten years, as the budget allows, the estimated annual cost is \$1.2 million. These additional funds would allow coordination of all visual and performing arts programs and curriculum; elementary schools to share teachers of the visual arts and music; to employ teachers of music, drama, and dance for middle schools and high schools; to expand Artists-in-residence programs; and to purchase musical instruments and supplies.

Major components include:

No. Cost Items	One-time Cost/Items	Others
Incorporate dance into P.E. at the middle school level	\$89K for musical instruments at each elementary school	\$260K for four full-time instrumental music teachers for grades 4 and 5
Seven middle school art teachers		\$110K for a visual and performing arts coordinator
Integrate theatre into language arts at the elementary and middle school level	\$40,386 for six sets of Orff General Music Program materials (to be used by the six Elementary Orff General Music Teachers)	\$390K to begin K-3 Orff general music program (six teachers — two per family)
A choral teacher at each middle school	\$10K for a choral music library at each middle and high school site	\$390K to provide six visual and performing arts specialists at the elementary level (two per family)
A dance program at all high schools		

A choral teacher at each high school		
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* These can be done at no cost by including the teacher in the school-staffing ratio. Principals will hire a teacher, with a Visual or Performing Arts credential and a core content area minor, to teach a Visual or Performing Arts class in addition to the core content area classes.

CURRENT STATUS AND FUNDING

Current Status and Funding of the Arts

Quality arts education requires consistent, well-planned, sequential learning experiences. Following is a summary of the current programs available at each level.

PRESCHOOL [The Head Start Program]

3, 4 and 5 year olds:

- \$181,000 is spent on Arts Education at the preschool level.
- Approximately 90% of the preschool budget comes from **Head Start**, 10% comes from **State Preschool**.
- The curriculum is currently aligned with state standards and Head Start outcomes.
- One full-time educator coordinates the VAPA programs.
- One part-time artist in residence for each of the VAPA disciplines provides instruction and staff development.
- Plans are underway for the construction of a Visual and Performing Arts studio.

K-12

- There is no district wide articulated VAPA curriculum.
- Activities that are provided are aligned with the state standards but are often sporadic rather than developmentally and systematically planned.
- School plans are built around reading and math data and contain few if any references to the arts.
- There are no subject area coordinators at the district level for any subjects, including the arts.
- There are no funds set aside in the budget specifically for Professional Development in the arts.
- State resources for textbooks and other resources are limited and do not cover the expenses that are required for a quality arts program.

ELEMENTARY [18 schools]

Kindergarten through fifth grades:

- \$164,000 is the total spent on arts program for all Elementary schools.
- \$145,000 of the \$164,000 is spent on Artists in Residence Programs, consultants, field trips, and assemblies.
- Two schools have hired a consultant for one trimester funded out of anytime funds and GATE funds.
- Six schools have funded Meet the Masters with various funds.
- Schools fund arts activities through creative use of a variety of budgets including general budget, renewal, PTA, GATE, SBCP, Title I, and Title VI funds.

MIDDLE [7 schools]

Sixth through eighth grades:

- \$499,000 is spent on Arts Education at the Middle School level.
- \$455,000 out of the \$499,000 pays for full-time music teachers.
- There are no arts specialists at any middle school site, including choral teachers, visual arts teachers, dance, or drama teachers.

HIGH [4 schools]

Ninth through twelfth grades:

- \$1,171,800 is spent on Arts Education at the High School level.
- \$1,125,000 out of the \$1,171,800 is spent on visual and performing arts teachers.
- The regular high school schedule includes the following art classes: *Beginning Art, Advanced Visual Art, Advanced Studio Art, Graphic Design, Drawing, Advanced Drawing, Ceramics, Children's Theater, *Beginning Drama, *Advanced Drama, Video Productions, Cross-age Play Productions, Beginning Band, Band, *Jazz Band, Marching Band, *Wind Ensemble, *Guitar, *Music and Art in the Age of Technology, World Percussion, *Chorus, Dance I, Dance II, Dance III, and AP Music Theory
- Campus auditoriums and specialized studio space are limited at each high school site.

*UC/CSU Approved Courses

POTENTIAL FUNDING SOURCES

POTENTIAL FUNDING SOURCES

NLM District funds
Arts for All Pooled Fund
CDE Arts Work grants
Title I, II, and VII funds
Selected categorical funds
Booster Clubs
Community fundraising projects
Individual donors
Private foundations
Community partnerships
Education foundation

PROPOSED RESOLUTION

Norwalk-La Mirada Unified School District
Proposed Resolution on Arts Education
DRAFT 4
June 2004

WHEREAS, Arts education, which includes education in dance, music, theatre, and the visual arts, is an essential and integral part of basic education for all pupils in prekindergarten and grades 1 to 12, inclusive; and

WHEREAS, The arts are a recognized part of a quality education, as evidenced by the adoption of the Visual and Performing Arts Content Standards, by their inclusion in the California Master Plan for Education, and in the federal No Child Left Behind Act; and

WHEREAS, the value and benefits of arts education has been extensively documented through research*; and

WHEREAS, Instruction in the basic skills and knowledge of the arts develops critical and creative thinking and perceptual abilities that extend to all careers and areas of life, including literacy; and it is recognized that in our multicultural state the arts build bridges and help pupils broaden their perspectives; and that arts education programs can help pupils understand their world and the diverse cultural influences that surround them; and

WHEREAS, The Visual and Performing Arts Content Standards* describe what each pupil should know and accomplish in the visual and performing arts, prekindergarten to grade 12, inclusive, in artistic perception, creative expression, historical and cultural context, aesthetic valuing, connections, relationships, and applications; and

WHEREAS, The University of California and the California State University have instituted a policy that includes visual and performing arts as a college preparatory subject for all high school pupils wishing to enter the institutions of higher education of the state*; and that by 2006, all students entering the UC/CSU system must satisfy the new requirement by completing an appropriate single course in a year-long sequence in dance, music, theatre or the visual arts; and

WHEREAS, The University of California and the California State University realize the demands of a new generation of Californians seeking a quality education and recognize the critical importance of continued access to a broad array of experiences that allow students to obtain the breadth and depth of knowledge necessary for success after college; and

WHEREAS, Key factors in the success of standards-based arts education include access to all of the following:

- (a) Teacher specialists in the arts.
- (b) Clear statement of standards that define what each pupil is expected to know and accomplish in the arts at each educational level.
- (c) High-quality materials and resources, including, but not limited to, textbooks and technologies that support learning in the arts.
- (d) Adequate funding to ensure the essential preconditions for quality teaching in the arts and learning at all schools.
- (e) Appropriate facilities that support creative activities in the arts.
- (f) Assessment of pupil progress at every educational level; and

WHEREAS, Arts education programs have great potential for the future. Communication, imagination, and information are keys to economic growth, education, and a life-long appreciation of the arts. Further, jobs and careers that involve artistic expression, collaboration and creative problem solving are becoming increasingly important; now, therefore, be it

Resolved by the Board of Education of Norwalk-La Mirada Unified School District, That the Members shall acknowledge and support the development of a long-term plan that shall provide for the implementation of standards-based instruction in the visual and performing arts, prekindergarten to grade 12, inclusive; and further, shall provide for the on-going review, evaluation, and development of the District's arts education program as the budget allows.

*see appendix

ACTION PLAN

Goal # 1**Develop District Wide Sequential Standards Based Instruction, Curriculum & Assessment**

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Curriculum, Instruction and Student Assessment	Develop District Wide Sequential Standards Based Instruction	1	Create a sub-committee to work with the Director of Curriculum and Instruction to develop curriculum and assessment tools in the areas of dance, music, theatre and visual arts	Release time for teachers At \$125 a day	District VAPA coordinator VAPA teachers
		1	Develop arts education curriculum to support district literacy goals	Release time for teachers at \$ 125 Per day	La Vaun and 9 literacy coaches
		2	Develop curriculum to integrate theatre performance reading into language arts at elementary and middle school levels	Release time for teachers at \$ 125 Per day	Language Arts teachers, District VAPA coordinator
		2	Develop curriculum to enhance dance offerings in PE classes	Release time for teachers at \$ 125 Per day. Funds for Dance Workshops (costs to be researched)	PE teachers at Middle and High School, Elementary Teachers, and District VAPA coordinator

		3	Offer standards based, comprehensive dance program at all high schools	Cost to be researched	PE teachers with dance specialty, District VAPA coordinator
		4	Offer standards based, comprehensive music program at elementary and middle schools	Cost to be researched	Music and classroom teachers
		4	Offer standards based visual arts program at elementary and middle schools	Cost to be researched	Music and classroom teachers

Goal # 2**Develop opportunities for ongoing professional development**

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Professional development	Develop opportunities for ongoing professional development	1	Create a professional development sub-committee to identify best sources for delivery of professional development.	Release time for teachers at \$125 per day	District leadership with District VAPA coordinator
		1	Create a comprehensive needs analysis of professional development needs for both: Arts as a separate discipline and arts infused into other subjects and	Funds for Professional Development Workshops (cost to be determined) Release time for teachers	VAPA teachers, District VAPA coordinator
		1	Consult with the California Arts Project (TCAP)		District leadership with District VAPA coordinator
		2	Develop RFP for Prof Development providers	To Bid. Research costs	District leadership with District VAPA coordinator
		2	Offer professional development in a combination of in-service days and summer institutes	Release time for VAPA teachers Workshop costs to be determined	District leadership with District VAPA coordinator

		3	Create a body of trained teachers who can train others	Teacher release time	District leadership with District VAPA coordinator
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**Goal #3a
Provide Highly Qualified Educators and Arts Professionals**

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Program Administration and Personnel	Provide Highly Qualified Educators and Arts Professionals	1	Hire 4 Full Time Instrumental Music Teachers (grades 4-5)	\$65,000 per teacher (\$260,000)	District leadership
		2	Hire 3 Elementary Visual Arts Specialist (1 per family)	\$65,000 per Teacher (\$195,000)	District leadership
		2	Use available funds to hire 7 Middle School Visual Arts Teachers	(No cost if in ratio)	Principals of the Middle Schools
		3	Hire 4 Choral teachers (1 per family, plus one to rotate)	\$65,000 per teacher (No cost if in ratio)	District leadership
		3	Hire 6 Orff Trained teachers to offer K-3 program (2 per family)	\$65,000 per teacher (\$390,000)	District leadership
		4	Hire 1 Choral Teacher for each High School	\$65,000 per teacher (No cost if in ratio)	District leadership
		4	Hire 3 additional Visual Arts specialists (for a total of 2 per family)	\$65,000 per teacher (\$195,000)	District Leadership

Goal # 3b**Create Infrastructure to provide leadership for an arts education program**

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Program Administration	Create Infrastructure provides leadership for an arts education program	1	Hire a Visual and Performing Arts Coordinator (VAPA)	\$110,000 Refer to funding goal	District leadership (La Vaun, Roberta DeLuca) with input from Arts Team
		1	VAPA coordinator convenes ongoing Arts for All meeting with task force	Release time for teachers at \$ 125 Per day	District leadership/ principals
		1	Findings and recommendations are presented to district leadership and school board 1-2 times per year		

Goal # 4**Leverage Community Involvement and Support Through Collaborative Partnerships**

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Partnerships and Collaborations	Leverage Community Involvement and Support Through Collaborative Partnerships	1	Create a partnership sub-committee to follow-up with cultivated relationships from Funding discussions	Release time for teachers	District VAPA coordinator, CAEP Team, Local Arts Agency, Community Partners
		1	Develop arts education programs utilizing community resources for both artist-in-residence programs and hands-on opportunities in the field, i.e., field trips and performances	Release time for teachers	PTA Council, Golden State Children's Theatre, Music Center, Cerritos Center, La Mirada Theatre, Getty Museum, GALEF, Community Affairs from District, etc. with District VAPA coordinator
		1	Community Arts providers to coordinate a plan to offer professional development for teachers (tie in with Goal # 2	Release time for teachers	

		2	Work to align the PTA Reflections program with literacy goal, and arts education plan goals at all school sites.		PTA Council, District VAPA coordinator,, Language Arts teachers, VAPA teachers
		2	Develop arts education programs and performances that involve parents, guardians and others in the larger community		Teachers, parents and community members

Goal # 5

Create Infrastructure that provides quality leadership, facilities, resources and funding

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Funding	Create Infrastructure that provides funding	1	Create task force to cultivate methods of funding		District VAPA Coordinator
		1	Meet with representatives of GALEF		District VAPA Coordinator
		1	Meet with representatives of the Music Center Ed Division		District VAPA Coordinator
		1	Meet with Preschool leadership to develop shared resources		District VAPA Coordinator
		1	Meet with Cerritos Center to look at funding opportunities		District VAPA Coordinator
		1	Seek grant opportunities (contract grant writer)	(\$50-\$100/per hour)	District VAPA Coordinator
		1	Align with PTA to articulate needs and do possible fund raising		District VAPA Coordinator and PTA
		1	Look into the possibility of establishing an ongoing enrichment program with	Potential Revenues may fund music staff position(s)	District VAPA Coordinator and Ed Foundation leadership

			the Educational Foundation		
		2	Propose funding strategies to the Board		District Leadership, selected teachers
		2	Co-fund a VAPA Coordinator with Arts For All	Revenues may partially fund District VAPA coordinator position	
		2	Look for opportunities to transfer funds (unrestricted or non-categorical funds) to arts education programs and personnel		

Goal # 6

Create infrastructure that provides adequate facilities, equipment and resources to support arts education programming.

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Resources and Facilities	Create infrastructure that provides adequate facilities, equipment and resources to support arts education programming.	1	Create a resources and facilities sub-committee to identify best sources for obtaining resources through ongoing grants, best pricing...	Possible grant writing consultant fees	District VAPA coordinator
		1	Create a comprehensive needs analysis of resources, equipment and facilities needed to support arts education programming.	Staff time for research and analysis	District VAPA coordinator
		2	Send out needs document to possible providers – including organizations that may be able to donate or supply equipment at free or reduced prices	(minimal) Publication, documents and time (\$500.00 approximately)	District VAPA coordinator
		2	Review bids for best match for district's needs		District VAPA coordinator
		2	Procure resources, and equipment	Research Required	District VAPA coordinator

Goal # 7**Develop System for Arts Education Program Evaluation**

Focus Area	Goal	Phase #	Implementation Task	Preliminary Budget Implications	Persons Responsible
Program Evaluation	Create a way to evaluate effectiveness and quality of arts education programming	2	Review existing tools for assessment of arts education programs	\$500.00 (teacher release time for VAPA teachers)	District VAPA coordinator collaborating with subcommittee composed of VAPA teachers
		2	Decide on best tool to evaluate the programs at NLMUSD	As above	As above
		3	Conduct evaluations	As above	District VAPA coordinator
		3	Compile and present results to district leadership and School Board as needed		District VAPA coordinator, Office of Curriculum and Staff Development

**ARTS FOR ALL:
COMMUNITY ARTS EDUCATION
TEAM**

ARTS FOR ALL
COMMUNITY ARTS EDUCATION TEAM

Task Force Members

Regina Burke, Chair

Resource Teacher, D.D. Johnston Elementary School

John Tovar, Chair

Principal, El Camino Cont. High School

Karen Calhoun

Music Educator, Norwalk High School

David Crabtree

Principal, Benton Middle School

Sandy Dahlberg

Band Director, Hutchinson Middle School

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Technical Assistance

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APPENDIX

This chart outlines the current allocation of funds for the district's visual and performing arts education program, preschool through twelfth grade. Rev. 05/27/04

Description of Total Current Funds

Teachers	Teaching Materials and Supplies (texts & consumables)	Equipment And Instruments	Artist-in-Residence Programs, consultants, field trips, assemblies	Administration And Professional Development	Funding Totals
<p>(See administration and artists in residence column)</p>	<p>\$10,000 Total</p>	<p>\$1,000 Total for Equipment and Instruments</p>	<p>\$84,660 Total for Programs, consultants, field trips, assemblies. Field Trips \$900 Assemblies \$1,000 2 Music Center Wolftap Artists \$11,000 2 Artists in Residence (1 visual artists, 1 dance instructor) \$71,760</p>	<p>\$85,000 Total for Administration and Professional Development</p>	<p>\$180,660 Approximately 90% of the preschool budget comes from Head Start. The other 10% comes from State Preschool.</p>
<p>Preschool</p> <p>\$12,430 Total for Elementary Art Teachers No full time VAPA Teachers at any Schools sites exist. \$5,000 - PTA, \$2,810 from GATE, and \$4,600 Title VII, APL and Site Funds are spent for several classroom teachers or substitute teachers who teach after school sessions once or twice a week. Two teachers teach after school dance and music classes as an adjunct or volunteer.</p>	<p>\$7,000 Total for materials and supplies \$350 PTA, \$800 - Title I, \$3,850 - Site Funds, \$2,000 - SBGP for Visual arts supplies, play production (Escalona Elem.) and Glee Club at Eastwood.</p>	<p>\$0 Total for Equipment & Instruments All instruments have been purchased by the school from past funding.</p>	<p>\$144,976 Total for Artist - in Residence programs, consultants, field trips, assemblies. \$8,850 - GATE, \$72,480 - Site Funds, Title I, SBGP, anytime money, renewal money, \$12,926 TIG Grant, and \$50,720 - PTA. Two schools have hired a consultant for one trimester funded out of anytime funds and GATE funds. Six schools have funded Meet the Masters with various funds. One teacher pays for a course which allows their students to attend La Mirada Civic Theatre performances.</p>	<p>\$0 Total for Administration and Professional Development. Professional development is only offered as part of the Meet the Masters program at the school site. Meet the Masters includes one hour of staff development once a month for the entire staff. Only six schools have Meet the Masters.</p>	<p>\$164,406.00</p>
<p>Elementary School</p>	<p>Materials for Meet the Masters are included in the MTMS fee under "artists in residence" column.</p>				

	Teachers	Teaching Materials and Supplies (texts & consumables)	Equipment and Instruments	Artist-in Residence Programs, consultants field trips, assemblies	Administration and Professional Development	Funding Totals
	\$455,000 Total for full time Music Teachers No Dance No Theatre No Visual Arts Teachers	\$1,800 Total for seven middle schools (texts & consumables)	\$15,000 Total for Equipment and Instruments \$21,000 for purchase of new instruments annually.	\$7,000 Total for Artist - in residence programs, consultants, field trips, assemblies. \$7,000 for transportation to music festivals.	\$0 Total for Administration and Professional Development.	\$498,800.00
Middle School	\$1,125,000 Total for high school teachers.	\$24,300 Total for materials and supplies (texts & consumables)	\$14,000 for instruments repairs annually. \$15,000 Total for Equipment and Instruments	\$7,500 Designated for 3 comprehensive high school band festivals (\$2,500 each campus) Any other trips are funded through boosters or lottery monies	\$0 Total for administration and Professional Development	\$1,171,800.00
High School	1 Dance Teacher, 4 music teachers, 3 Theatre Teachers, 9 Visual Arts Teachers - 17 total P.T. teachers. LMHS - Boosters \$	VAPA department money for supplies for 17 teachers. (Differs at each school site) No text book money AP Music Theory	\$5,000 for each high school campus. Repairs:			
District Funds	\$1,580,000	\$26,100	\$50,000	\$14,500	NONE	\$1,670,600.00
Community Funds (PTA, Boosters-LMHS)	\$300	\$330		\$30,720	None	\$56,070
City, State or Pre-School Federal Funds	None	\$10,000	\$1,000	\$84,660	\$85,000	\$180,660

Research Findings: The value of arts education for all students

Teaching through the arts motivates children and increases their aptitude for learning.
Eric Jensen, Arts With the Brain in Mind, 2001

Students of lower socioeconomic status gain as much or more from arts instruction than those of higher socioeconomic status.
James Catterall et al., 1999

The nation's top business executives agree that arts education programs can help repair weaknesses in American education and better prepare workers for the 21st century.
The Changing Workplace is Changing our View of Education, Business Week, Oct 1996

Arts education increases interest in academic learning, cognitive and basic skills development and the development of academic achievement skills.
Konrad, R.R., Empathy, Arts and Social Studies, 2000

Students who participate in school band or orchestra have the lowest levels of current and lifelong use of alcohol, tobacco and illicit drugs among any group in our society.
H. Con. Res. 266, United States Senate, June 13, 2000

According to the College Board, SAT scores in 1995 for students who studied the arts for more than four years were 59 points higher on the verbal and 44 points higher on the math portion than students with no coursework or experience in the arts.

The arts provide a reason, sometimes the only reason, for students who have been disengaged from schools and other community institutions to re-engage in educational and other community organizations.
Champions of Change: The Impact of the Arts on Learning, Edited by Edward B. Fiske, published by the President's Committee on the Arts and Humanities, March 2000

By 2006 all students entering the UC/CSU system must satisfy a new visual and performing arts requirement by completing an appropriate single course in a year-long sequence in dance, music, theatre or the visual arts.
University of California / California State University

Young children who engage in dramatic enactments of stories and text improve their reading comprehension, story understanding and ability to read new materials they have not seen before. The effects are even more significant for children from economically disadvantaged circumstances and those with reading difficulties in the early and middle grades.
Critical Links: Learning in the Arts and Student Academic and Social Development, Arts Education Partnership 2002

Learning in individual art forms as well as in multi-arts experiences engages and strengthens such fundamental cognitive capacities as spatial reasoning (the capacity for

organizing and sequencing ideas); conditional reasoning (theorizing about outcomes and consequences); problem solving; and the components of creative thinking (originality, elaboration, flexibility).

Critical Links: Learning in the Arts and Student Academic and Social Development, Arts Education Partnership 2002

Adopted
~~Draft~~ Visual and Performing Arts Framework
~~December 2003~~ Attachment I
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52 **CHAPTER 1. GUIDING PRINCIPLES OF THE FRAMEWORK**

53 This framework incorporates ten principles to accelerate and sustain proficiency in the
54 visual and performing arts for all learners. These principles are used to guide the
55 framework and address the complexity of the content and delivery of dance, music,
56 theatre, and visual arts instruction. They also direct the purpose, design, delivery, and
57 evaluation of instruction. The principles are as follows:

- 58 1. *Support Education Code sections 51210 and 51220 requiring instruction in the arts.*
59 Section 51210 specifies that the required adopted course of study used by schools
60 for grades one through six must include the visual and performing arts. Section
61 51220 specifies the same requirement for grades seven through twelve. As with all
62 other subject areas except physical education, the *Education Code* does not state the
63 number of minutes of instruction required, although it does require schools to
64 provide instruction in the arts for all students (Appendix 1).
- 65 2. *Use the Visual and Performing Arts Content Standards adopted by the State Board*
66 *of Education (California Department of Education 2001) as the basis of curriculum.*
67 Those standards serve as curricular guideposts for teachers and provide clear-cut
68 curricular goals for all learners. The Western Association of Schools and Colleges
69 also looks for standards-based courses during its accreditation process. Curriculum
70 based on the content standards requires active learning through the study, practice,
71 creation, or performance of works of art. It also requires reading about the arts and
72 artists; researching the arts from the past and present; writing about the arts and
73 artists to reflect on one's own observations, experiences, and ideas about the arts;
74 and participating in arts criticism based on reliable information and clear criteria.
- 75 3. *Define a balanced, comprehensive arts program as one in which the arts are studied*
76 *as discrete disciplines related to each other and, when appropriate, to other subject*
77 *areas in the curriculum.* Students in a comprehensive program are expected to
78 master the standards of an arts discipline, which includes the following five strands:

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- 79 a. *Artistic perception* refers to processing, analyzing, and responding to sensory
80 information through the use of the language and skills unique to dance, music,
81 theatre, and visual arts.
- 82 b. *Creative expression* involves creating a work, performing, and participating in the
83 arts disciplines. Students apply processes and skills in composing, arranging, and
84 performing a work and use a variety of means to communicate meaning and intent in
85 their own original formal and informal works.
- 86 c. *Historical and cultural context* concerns the work students do toward
87 understanding the historical contributions and cultural dimensions of an arts
88 discipline. Students analyze roles, functions, development in the discipline, and
89 human diversity as it relates to that discipline. Musicians, composers, artists, writers,
90 actors, dancers, and choreographers are all looked at closely, as are cultures and
91 historical periods.
- 92 d. *Aesthetic valuing* includes analyzing and critiquing works of dance, music,
93 theatre, or visual arts. Students apply processes and skills to productions or
94 performances. They also critically assess and derive meaning from the work of a
95 discipline, including their own, and from performances and original works based on
96 the elements and principles of an arts discipline, aesthetic qualities, and human
97 responses.
- 98 e. *Connections, relationships, applications* involve connecting and applying what is
99 learned in one arts discipline and comparing it to learning in the other arts, other
100 subject areas, and careers. Students develop competencies and creative skills in
101 problem solving, communication, and time management that contribute to lifelong
102 learning, including career skills. They learn about careers in and related to arts
103 disciplines.
- 104 4. *Promote alignment of standards-based curriculum, assessment, and instruction*
105 *throughout the grade levels at the school and district levels to provide a*
106 *comprehensive, coherent structure for visual and performing arts teaching and*
107 *learning.* Alignment will prepare students to meet the high school graduation

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- 108 requirements and entrance requirements of the University of California and the
109 California State University systems (see Appendix 2). Alignment will also require
110 that teachers be prepared to teach a standards-based curriculum in the arts through
111 preservice and in-service professional development programs.
- 112 5. *View assessment of student work as essential to a standards-based program in the*
113 *arts.* The assessment of student work in the arts helps students learn more about
114 what they know and can do, provides teachers with information for improving
115 curriculum and instruction, and gives school districts the data required for ensuring
116 accountability. Performance assessments, such as portfolios, projects, exhibitions,
117 and reflections, are inherent to the arts and the artistic process.
- 118 6. *Expand the emphasis on using new media and electronic technology in the arts.* In
119 the past 200 years, technological processes have provided many new ways of
120 making, recording, and delivering the arts, allowing a variety of systems to
121 document, create, and teach dance, music, theatre, and the visual arts. This
122 framework uses the term *new media and electronic technology* to reach back over
123 the past 200 years to photography and film and includes the most recent
124 developments in computer technology and electrical, audio, and digital media.
- 125 7. *Address all learners in classrooms.* At each school level arts instruction should
126 provide avenues in which each student can work at a personalized pace to learn and
127 to develop self-expression and self-confidence. Curriculum and instruction may
128 need modification or adaptations to encourage the successful participation of
129 students with a variety of disabilities and students who excel or have a special
130 interest in the arts.
- 131 8. *Have a broad view of culture.* Students experience the five component strands in the
132 arts content standards from the perspective of the American culture and of
133 worldwide ethnic, racial, religious, and cultural groups. Respect for the multiplicity
134 of cultures pervades the framework and the content standards.
- 135 9. *Recognize the role the arts play in preparing students for careers and full*
136 *participation in society.* Arts education provides direct training for jobs in the

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137 flourishing arts industry in California. According to the Music Educators National
 138 Conference, "Creative industries are key to the economy of California and a source
 139 of future employment for up to one in five California students" (*Exploring Careers*
 140 *in Music*, 2000). Education in the arts prepares students for work in any field. The
 141 National Governors Association (NGA) claims that "programs incorporating the arts
 142 have proven to be educational, developmentally rich, and cost-effective ways to
 143 provide students with the skills they need to be productive participants in today's
 144 economy." In its May 1, 2002, *Issue Brief*, NGA claims that the arts are one tool that
 145 states use to enhance workforce readiness for students in both general and at-risk
 146 populations.

147 10. *Are designed to be useful to teachers, arts professionals, library media teachers,*
 148 *administrators, parents, and supporters of the arts.* The *Visual and Performing Arts*
 149 *Framework* is a tool for teachers and a guide for publishers and those who develop
 150 educational materials. It is also useful to those planning arts programs as well as to
 151 staff developers, artists who teach in the schools, principals, district and county
 152 leaders of curriculum and instruction, those who provide the arts in the community,
 153 college and university arts teachers and educators, parents, community members,
 154 and business and industry leaders.

155 Those involved in teaching the visual and performing arts may include classroom
 156 teachers, library media teachers, arts specialist teachers, artists, and community members.
 157 All who teach the arts are helping to shape students' abilities to think, observe, create, use
 158 imagination, organize thoughts and feelings, assess critically, and respond in predictable
 159 and unpredictable ways. They communicate to their students that the arts are about
 160 enjoying the rich benefits of life, engaging in multiple opportunities for self-expression,
 161 and delighting in the creative efforts of others. As students achieve in the arts, they
 162 participate in society by looking at things carefully, hearing things thoughtfully, and
 163 feeling things sensitively. When students have access to the arts throughout their school
 164 years, they have the opportunity to grow as creative, intellectual, and spiritual human
 165 beings.

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(f) VISUAL AND PERFORMING ARTS

- [Nov 2003 Update Letter](#)
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One unit (equivalent to one year-long or two semester courses) required in any of the following categories: dance, drama/theater, music, or visual art.

- **Intention.** The intention is to provide a meaningful experience and breadth of knowledge of the arts so that students may apply their knowledge and experience to the creation of art and are better able to understand and appreciate artistic expression on the basis of that experience and knowledge.

The intent of approved VPA courses must be directed at acquiring concepts, knowledge, and skills in the arts disciplines, rather than to utilize artistic activities to fulfill non-artistic course objectives.

- **Prerequisites.** Acceptable courses need NOT have any prerequisite courses.
- **Co-Curricular Work.** Work outside of class must be required, for example, portfolio/performance preparation, reading, writing, research projects, and/or critical listening/viewing.
- **Course Standards.** Courses should provide students with an experience in the arts that implements the intent of the California State Board of Education approved Visual and Performing Arts (VPA) Content Standards. Curriculum must be designed to include the VPA Content Standards at, at least, the proficiency level in each of the five component strands. Each VPA course shall sufficiently address the state content standards under all five component strands, listed below.
 1. **Artistic Perception:** Processing, analyzing, and responding to sensory information through the language and skills unique to a given art.

2. **Creative Expression:** Creating, performing, and participating in a given art.
3. **Historical and Cultural Context:** Understanding historical contributions and cultural dimensions of a given art.
4. **Aesthetic Valuing:** Responding to, analyzing, and making critical assessments about works of a given art form.
5. **Connections, Relationships, and Applications:** Connecting and applying what is learned in a given art form to learning in other art forms, subject areas, and careers.

For a more detailed description of the VPA Standards, go to www.cde.ca.gov/shsd/arts/standards.htm.

- **Acceptable and Unacceptable Courses.** Courses which are primarily recreational, athletic or body conditioning, or for social entertainment, are NOT acceptable visual or performing arts courses. Commercial courses or courses specifically designed for training for a profession in these areas are not acceptable. See specific examples below.
- **Dance.** *Examples of acceptable courses include* ballet, modern dance, jazz, and ethnic dance, choreography and improvisation, dance history, dance production/performance. *Examples of unacceptable courses include* aerobics, drill team, cheerleading, recreational dance, and ballroom dance.
- **Drama / Theater.** *Examples of acceptable courses include* acting, directing, oral interpretation, dramatic production, dramaturgy/history/theory, and stage/lighting/costume design. *Examples of unacceptable courses include* speech, debate, or courses in other disciplines that require students to perform occasional skits.
- **Music.** *Examples of acceptable courses include* band (concert, symphonic, jazz), orchestra, choir (e.g., concert, jazz; soul, madrigal), music history/appreciation, and music theory/composition. *Examples of unacceptable courses include* a musical group, which performs primarily for sporting events, parades, competitive field events, and/or community/civic activities.
- **Visual Art.** *Examples of acceptable courses include* painting, drawing, sculpture, art photography, printmaking, video/film

production as an art form, contemporary media, ceramics, and art history. *Examples of unacceptable courses include craft courses, mechanical drafting, web page development, yearbook, and photography offered as photojournalism (i.e., as a component of yearbook or school newspaper publication).*

*For further clarifications of the four categories, see **Policy Clarifications** below.*

Policy Clarifications

- **Performance, Production, and Studio Courses.** Courses emphasizing performance and/or production (e.g., drama, dance, music, visual arts, and video production) must include appropriate critical/theoretical and historical/cultural content, as referenced in the state VPA Content Standards. Such courses should emphasize creative expression, not rote memorization and/or technical skills.
- **Appreciation, History, and Theory Courses.** Appreciation, history, and theory courses should focus on the ability to make aesthetic judgments about art works and performances and must include all component strands of the state VPA content standards, including creative expression.
- **Design Courses.** Visual and performing arts courses in design are expected to provide substantial time for students to understand, learn, and experience the elements of art and principles of design that underlie the medium/media addressed. Design courses must also include standards from all five component strands of the VPA content standards.
- **Technology Courses.** Visual and performing arts courses that utilize technology must focus primarily on arts content. If the technology (i.e., software, equipment) is used as a tool of artistic expression, as a paintbrush would be used in a painting course, and all other component strands are adequately met, then such courses are acceptable. If the technology/software is so complex that the primary concern becomes learning the technology, then the course will not be approved to meet the VPA requirement.

Community College and University Transferable Courses. The University of California will accept three semester unit (four quarter unit) UC-transferable college/university courses that clearly fall within one of the four disciplines of the arts (Dance, Music, Theatre, or Visual Arts). UC-transferable community college courses are listed at www.assist.org.

* **Honors Courses.** Designated Advanced Placement (AP) and International Baccalaureate (IB) courses are acceptable for UC honors credit. Three semester unit (four quarter unit) UC-transferable community college and university courses that clearly fall within one of the four disciplines of the arts are likewise acceptable for honors credit. A list of community college and CSU-transferable courses can be found at www.assist.org. Other honors courses are acceptable if they meet the criteria described in the "Honors Level Courses" section of this *Guide to a-g Requirements*.

Private Study. Private or community-based study in the arts will not qualify for approval to meet the VPA requirement. However, at the discretion of the teacher and consistent with school policy, private study in the arts, which includes standards-based comprehensive study in all five component strands, may serve as an adequate prerequisite for placement into advanced and/or honors level VPA courses. (See VPA honors section for further criteria guidelines.)

* **Independent Study.** Following school district approved guidelines, school-sponsored independent study in the arts may fulfill UC/CSU entrance requirements, if it is appropriately monitored by a faculty member, matches a concurrent UC/CSU approved high school course, and meets the "f" requirement guidelines as set forth in this document.

g - Elective Courses. Introductory VPA courses cannot be used to meet the "g - elective" requirement. Advanced courses in the Visual & Performing Arts can be considered to meet the "g - elective" requirement, but must meet the criteria described in the "College Preparatory Elective Courses" section of this *Guide to a-g Requirements*.

* **Implementation Phase-In Timeline.** The VPA requirement was implemented beginning 2003. The requirement includes a phase-in process, as described below:

- Students entering the University in the fall of 2004 or the fall of 2005 may present any two semesters of acceptable VPA courses provided that both courses are from a single VPA area (dance, drama/theater, music, or visual arts). For example, a semester each of photography and drawing would be

acceptable because they are both visual arts.

- Students entering in the fall of 2006 or later must satisfy the VPA requirement by completing an appropriate single course in a year-long sequence (i.e., the second semester must be the continuation of the first semester). If scheduling challenges demand, students may divide the year-long course in two different academic years, as long as the course curriculum is designed as a year-long sequence and approved as such by the University.

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ARTS FOR ALL
COMMUNITY ARTS EDUCATION TEAM

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