Dear Supervisors:

RECOMMENDATIONS REGARDING ARTS COMMISSION
LOS ANGELES COUNTY REGIONAL BLUEPRINT FOR ARTS EDUCATION
(ALL DISTRICTS) (3 VOTES)

IT IS RECOMMENDED THAT YOUR BOARD:

1. Adopt the Los Angeles County Regional Blueprint for Arts Education, which presents a comprehensive series of policy changes, educational initiatives, and establishment of a new infrastructure to ensure that students in the 82 Los Angeles County school districts receive a quality, sequential arts education.

2. Approve the formation of a Los Angeles County-wide Task Force on Arts Education that will oversee the implementation of the Regional Blueprint.

3. Recommend that the Boards of Education for each of the 82 school districts in Los Angeles County that have not already done so adopt an Arts Education Policy, a model of which is included in the Regional Blueprint.

PURPOSE/JUSTIFICATION OF RECOMMENDED ACTION:
In 1999, the lack of quality arts education in public schools was an issue identified by the leadership of the arts community in LA County as an area that needed immediate attention. It was suspected that in many schools and districts in Los Angeles County, the arts are at the margins of education – under-funded and poorly supported. The lack of an arts education is of concern given that there is a tremendous amount of research and data on the positive impacts of an arts education on student achievement.
In order to address this issue, in 2000, the Arts Commission spearheaded a study, *Arts in Focus*, a first of its kind in Los Angeles County, to provide baseline data on the status of arts education. The *Arts in Focus* report, which was published in May 2001, revealed there is a lack of a systemic approach to teaching the arts in Los Angeles County schools and a lack of coordination of arts education programs, information and activities between schools and arts education service providers. *Arts in Focus* revealed that school leaders profess a unanimous belief about the value of arts education, but the report found:

- 54% reported no adopted arts policy;
- 37% reported no defined sequential arts education in any discipline, at any school level;
- 64% reported no district level arts coordinator and the current ratio of arts specialists to students is 1:1200;
- Nearly 50% reported “lack of instructional time in students’ schedules as the most significant challenge;” and
- 78% of districts allocate less than 2% of their budget to arts education.

In September 2001, the Arts Commission established an Arts Education Hub for Los Angeles County, a joint administrative effort staffed by the Arts Commission and the Los Angeles County Office of Education, funded by the California Arts Council and the Los Angeles County Quality and Productivity Commission.

To address the findings of *Arts in Focus*, in November 2001, the Hub convened an Advisory Group and working with a planning consultant, held eight community meetings from March 2002 through May 2002 with 132 key community stakeholders. One planning meeting was held in each of the supervisory districts.

The seven month strategic planning initiative resulted in the *Los Angeles County Regional Blueprint for Arts Education*, a document which represents the thoughts, insights and ideas of leaders in the field of arts education of Los Angeles County and is designed to create systemic change in the 82 school districts to facilitate the implementation of sequential arts education for every public school student in the county.

On July 15 and July 16, 2002, respectively, the Los Angeles County Arts Commission and the Los Angeles County Office of Education Boards unanimously approved the Regional Blueprint and recommended adoption by your Board.
Therefore, your Board is asked to adopt the Los Angeles County Regional Blueprint for Arts Education, approve establishment the Los Angeles Countywide Task Force on Arts Education to oversee implementation, and recommend that each of 82 school districts adopt an arts policy and develop a district-wide arts education plan. The Task Force will be comprised of the stakeholders that have agreed to implement initiatives of the Regional Blueprint and will be staffed by the Arts Commission and the Office of Education.

IMPLEMENTATION OF STRATEGIC PLAN GOALS:
The recommended action is consistent with the County Strategic Plan Goals for Organizational Effectiveness and Children and Families' Well-Being/Education Workforce Readiness. These efforts will ensure that all students have access to a quality arts education, thereby creating a creative and competitive workforce to meet the economic opportunities of the present and future.

FISCAL IMPACT/FINANCING:
There are no net County costs. Initial implementation grants for some strategies have been secured from the California Arts Council and Information Technology Fund. Some recommended activities will be integrated into existing programs and resources. It is anticipated that there will be numerous future funding partners and participants in implementation strategies.

FACTS AND PROVISIONS/LEGAL REQUIREMENTS:
All details of services to be provided will be governed by the policy and guideline requirements of the Los Angeles County Arts Commission and the Los Angeles County Office of Education.

IMPACT ON CURRENT SERVICES (OR PROJECTS):
This initiative will deepen the impact of current services for both agencies by aligning them strategically with common goals, and provide additional critical services as funding becomes available.

Respectfully submitted,

Laura Zucker, Executive Director
Arts Commission

Marilyn Gogolin, Acting Superintendent
Los Angeles County Office of Education

Attachment (1)

c: Violet Varona-Lukens, Board of Supervisors Executive Officer
ARTS FOR ALL

LOS ANGELES COUNTY
REGIONAL BLUEPRINT FOR ARTS EDUCATION

-DRAFT-

Prepared by:
Terry Wolverton, Consult’Her
The Regional Blueprint can be downloaded at www.lacountyarts.org

LOS ANGELES COUNTY ARTS EDUCATION PROGRAM ADVISORY GROUP

Co-Chairs
David Moorhouse, Director, Curriculum and Instructional Services, Los Angeles County Office of Education
Dr. Ken Robinson, Senior Advisor to the President, Education, J. Paul Getty Trust

Kristine Alexander, Executive Director, The California Arts Project
Cynthia Campoy Brophy, Executive Director, The HeArt Project
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Joe Condon, Superintendent, Lawndale School District
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Maria Elena Fernandez, Artist and Professor, Cal State Northridge
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Robin Kramer, Senior Fellow, California Community Foundation

Renne Kredell, Director, Mid South, The California Arts Project
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Kendis Marcotte, Consultant
Ray Reisler, Executive Director, S. Mark Taper Foundation
Vicki Reynolds, Member, California State Board of Education

Ronald D. Rosen, Member, Los Angeles County Arts Commission and Los Angeles County Board of Education
Laurie Schell, Executive Director, California Alliance for Arts Education
Mark Slavkin, Vice President for Education, The Music Center
Laura Zucker, Executive Director, Los Angeles County Arts Commission

Ayanna Hudson, Arts Education Program Director, Los Angeles County Arts Commission
Jane Choi, Arts Education Intern

STRATEGIC PLANNING CONSULTANT
Terry Wolverton, Consultant, Consult’Her
VISION

Every public school student in Los Angeles County will receive a high-quality K-12 education of which the arts are an intrinsic part of the core curriculum. Each County school district will acknowledge that exposure to and participation in the multiple arts disciplines:

- strengthens a child's academic growth and development as an individual;
- prepares the child to feel a part of and make a positive contribution to the community; and
- insures a creative and competitive workforce to meet the economic opportunities of the present and future.

Thus, sequential instruction in the multiple arts disciplines will be scheduled into the school day and included in the budget of every County school district.

ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education provides guidance and an outline of how to achieve this vision. It presents a comprehensive series of policy changes, educational initiatives, and establishment of a new infrastructure to promote systemic and balanced provision of the arts, and identifies the roles of key stakeholders. The Blueprint proposes that systemic change can only occur through the cooperative participation of all stakeholders and by working to develop supportive policy and action at each level of involvement.
The State of Arts Education in Los Angeles County

In the year 2000, the Arts Education Task Force of Arts for LA, a coalition of senior arts leaders, commissioned the *Arts in Focus* survey, a first of its kind within the County, which detailed the status of arts education for 1.7 million students in eighty-two school districts—representing 27% of all public school students in the state, and 3.4% of all public school students in the country.

The full report, released in May 2001, can be downloaded at [www.lacountyarts.org](http://www.lacountyarts.org). The following key findings of the survey guided the development of the Regional Blueprint:

- While school leaders profess a unanimous belief about the value of arts education, there is a lack of systemic approaches to teaching dance, music, theatre and the visual arts. **54% reported no adopted arts policy** and **37% reported no defined sequential arts education** in any discipline, at any school level.

- There is a shortage of qualified personnel to coordinate and implement a sequential arts education program. **64% reported no district level arts coordinator** and the current **ratio of credentialed arts teachers to students is 1:1200**.

- District level leaders have a strong desire to improve arts education, but are given no real incentives to develop comprehensive sequential systems to teach the arts. **Nearly 50% reported “lack of instructional time in students’ schedules as the most significant challenge.”**

- Many districts would not have arts programs without the support of parents and partnerships with non-profit arts organizations. **78% of districts allocate less than 2% of their budget to arts education** and **82.3% use partnerships with non-profit organizations to provide arts education.**

- Despite these challenges, the study finds that **five of the most populous school districts in the county have both an arts education policy and notable future plans.**
Listening to the Stakeholders

Responding to the findings of the *Arts in Focus* survey, the Los Angeles County Arts Commission established an Arts Education Hub, in partnership with the Los Angeles County Office of Education, a regional education body that coordinates administrative services for the 82 school districts in the County. In November 2001, The Hub convened a twenty member Advisory Group (*see Inside Front Cover*), comprised of arts education leaders, to develop preliminary goals and strategies of a Regional Blueprint for arts education, as well as the process by which the Advisory Group would elicit feedback on the draft Regional Blueprint.

During the past two decades, there have been three primary instructional delivery systems in arts education in Los Angeles County schools:

1) integrating the arts into core-curriculum through training classroom teachers to utilize the arts to teach reading, math, history, etc.
2) teaching the arts as distinct subjects by specialists qualified to teach them
3) bringing professional artists—both contracted through nonprofit arts organizations and independently—into the classroom to provide arts instruction.

Initial meetings with the Advisory Group made it clear that a successful mechanism for change would incorporate all three approaches.

Working with a planning consultant, eight community meetings were held over the course of three months, March 2002 through May 2002, with **Policy makers, Implementers** and **Recipients** of arts education.

**Policy makers** include State Legislators, State agencies, County Supervisors, UC Regents and CSU Trustees, District Superintendents, funders, School Board members, PTA, municipal arts commissions, local corporate and foundation partners.

**Implementers** embrace principals and administrators, teachers, members of School Site Councils, Directors of Instruction, credentialed arts teachers, District Arts Coordinators, arts organizations, arts administrators, professional artists, and representatives of higher education who train teachers.
Recipients encompass parents, students, members and leadership of the PTA, and employers who stand to benefit from a better-educated workforce.

Each of the first three meetings convened representatives of one of the stakeholder groups. The remaining five meetings were held in each of the County supervisorial districts, with individuals representing a cross-section of the stakeholder groups (see Appendix C for a list of participating individuals).

The individuals who attended made invaluable contributions of knowledge, insight, perspective, and resources that have deepened and strengthened this Regional Blueprint.
Shared Beliefs

Arts for All: Los Angeles County Regional Blueprint for Arts Education is guided by a commitment to the following principles and vision:

- The arts are a vital and indispensable part of a comprehensive education of every student, fostering each student’s development into a responsible citizen. A comprehensive education must include a balanced, sequential (K-12), high-quality program of instruction in the arts.
- Exposure to and participation in the arts has been demonstrated to enhance students’ creativity, critical thinking, and problem-solving abilities, as well as improving student performance in other core subject areas, goals often not met through other means.
- The arts enable students to build self-esteem and self-discipline, to work cooperatively within groups, and to effectively express themselves.
- Integrating the arts into other subject areas improves academic achievement, motivates attendance, increases test scores, promotes involvement, and encourages disciplined behavior.
- The arts contribute to building a productive and forward-thinking workforce by teaching skills and competencies required by an information-based economy.
- With Los Angeles County’s ever-expanding diversity, the arts serve as an essential bridge across language and cultural differences and build linkage both within and between communities.
- Preparing teachers, specialists, professional artists, and administrators to effectively teach in the arts and through the arts is essential for successful implementation of this vision.
- In our media-driven society, knowledge of the arts is a necessary part of cultural literacy. Each of us is exposed daily to a myriad of images, which we must be able to read and discern if we are to make informed choices as consumers and as citizens.
- Fulfillment of this vision will have a positive impact not only on students, parents, and schools, but also on institutes of higher learning, the private sector, and the community at large. These stakeholders must be mobilized in order to bring about the realization of this vision.
Mobilizing the Effort and Assessing Progress

MISSION: To bring about systemic change in the 82 schools districts of Los Angeles County in order to implement comprehensive, sequential K-12 arts education for every public school student in the County, adopting curricula in alignment with the State Board of Education-approved Visual and Performing Arts (VAPA) Framework and Standards. Such systemic change will require the mobilization of diverse stakeholders, including policy makers, implementers, and recipients of arts education.

The Regional Blueprint for Arts Education is a vital first step in an ongoing process of planning and implementation by stakeholders. Now that the Blueprint has been adopted by the Los Angeles County Board of Supervisors, the Los Angeles County Arts Commission (LACAC) and the Los Angeles County Board of Education (LACOE), each organization or agency identified as leaders, with the support of a team of partners (see Goals, Strategies, and Leadership on page X), is developing a plan of action for the strategy(ies) for which they have assumed responsibility. As each strategy represents a piece of the vision, the action plans must unfold simultaneously in order to fulfill the vision of the Blueprint.

Progress will be monitored quarterly by the County Task Force on Arts Education, formed by the Los Angeles County Board of Supervisors and staffed by the LACAC and LACOE. An annual gathering of stakeholders will review the goals and strategies and assess the headway that has been made.
The following A Call to Action chart is in the process of being revised by the graphic designer.

The final chart will convey a sense of motion as well as three-dimensions.
## 1. Each of the 82 school districts in Los Angeles County enacts policies, adopts a plan with timeline, and approves budgets to implement sequential K-12 arts education.

**A.** Provide technical assistance and articulated models to help school board members and superintendents to develop district policies, plans, and budgets for sequential K-12 arts education. Such policies might include (see Appendix B for model district policy):
- school district employs a minimum of one Arts Coordinator
- district increases fulltime, permanent positions for credentialed arts teachers to ensure a ratio sufficient to achieve the goal of sequential arts education
- district recognizes importance of visual arts, dance, music and theatre and supports creating a balance among all four through hiring credentialed arts teachers in each discipline
- district will require that in times of budget cutbacks, reductions be distributed equally across subject areas, rather than eliminating programs
- district requires time be allotted each week for each arts discipline

**County Task Force on Arts Education**
- LACOE
- LACAC
- LA County School Trustees Association
- Association of CA School Administrators/Superintendents Council
- PTAs
- Parents

## 2. Implementers and policy makers have sufficient tools, information, and professional development to achieve sequential K-12 arts education.

**A.** Develop an on-line informational portal including:
- resource directory of approved content-based arts education programs
- data demonstrating the impact of the arts on student achievement
- available funds for which schools and districts may apply
- professional development opportunities
- technical assistance for developing sequential arts education programs (i.e. model district policy)

**LACAC**
- LACOE
- Music Center Education Division
- Community-based Arts Organizations

**B.** Provide technical assistance to schools to support arts education partnerships with nonprofit organizations.

**LACOE**
- LACAC
- Music Center Education Division

**C.** Provide information about and professional development in the VAPA Standards to all teachers, principals, and school boards.

**LACOE, TCAP**

**D.** Identify and disseminate quality written year-long arts curricula, textbooks, support material, and tools for meaningful assessment
- for each arts discipline;
- for non-arts subjects, utilizing the arts as an instructional tool.

**LACOE**
- Local School Districts
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<th>Music Center Education Division</th>
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| **E.** Provide in-service professional development for:  
  • general classroom teachers;  
  • specialists in non-arts subjects; and  
  • credentialed arts teachers  
  to enhance capacity to provide instruction to the  
  VAPA standards, and to strengthen capacity to assess  
  student performance in the arts. |   | - Community-based Arts Organizations  
  - CSU and UC Teacher Education programs  
  - TCAP  
  - Colleges of Art  
  - Local School Districts |
| **F.** Develop and implement a county-wide professional development program for artists and arts organizations to provide professional development in the VAPA standards, general curriculum content standards, learning styles, teaching styles, and classroom management, leading to a professional designation for artists who complete. |   | LACAC  
  - Community-based Arts Organizations  
  - Music Center Education Division |
| **G.** Assist and encourage professional artists to pursue education to become credentialed arts teachers. |   | LACAC  
  - Colleges of Art |
| **H.** Continue research and analysis to deepen data from Arts in Focus survey to support policy development and advocacy efforts. |   | LACAC |

### 3. Parents, students, arts supporters, and community and industry leaders mobilize to advocate for sequential K-12 arts education.

| **A.** Establish local advocacy coalitions in each district to elect school board members who support funding and implementation of K-12 sequential arts education. |   | County Task Force on Arts Education  
  - Industry and Community Leaders  
  - PTAs |
| **B.** Develop Arts Education briefing materials as a resource for candidates running for School Board. |   | Local Advocacy Coalitions  
  - PTAs |
| **C.** Conduct advocacy training workshops for parents, community members, teachers, administrators, students, artists, and arts organizations. |   | CAAE  
  - Local Advocacy Coalitions  
  - PTAs |
| **D.** Disseminate data demonstrating how arts involvement supports student success in school. |   | CAAE  
  - Local Advocacy Coalitions  
  - PTAs |
| **E.** Develop and disseminate annually “Arts Indicators for Success,” a report highlighting local efforts to improve arts education and the status of arts education in each local school district. |   | County Task Force on Arts Education  
  - LACAC |
| **F.** Enlist community leadership and the County Supervisors to lobby the L.A. County Delegation of State Legislators to adopt policies in support of sequential K-12 arts education. |   | CAAE / County Task Force on Arts Education  
  - Local Advocacy Coalitions  
  - Entertainment Industry  
  - Information Technologies Industries  
  - County Board of Supervisors  
  - PTAs |
<table>
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<tr>
<th>GOALS</th>
<th>STRATEGIES</th>
<th>PROPOSED LEADERSHIP &amp; (-) =Partners for Leadership</th>
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<tr>
<td>4. Funding policies of public and private funders support and align with vision and mission of this plan.</td>
<td>A. Require matching funds from schools/grantees.</td>
<td>LA Arts Funders / LA Education Funders - SCAP</td>
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<td>B. Require arts organizations and cultural institutions that partner with schools to ensure all program personnel are trained in and have developed curricula that fulfills the VAPA Standards, whether such partnership involves • bringing professional artists into the classroom; or • bringing students to the organization or institution.</td>
<td>LA Arts Funders / LA Education Funders - SCAP</td>
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<td>C. Require improved planning, cooperation, and implementation between schools and nonprofit organizations who partner to provide arts education.</td>
<td>LA Arts Funders / LA Education Funders - SCAP</td>
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</tbody>
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Organizations/Agencies Listed as Prospective Leaders or Partners:
CAAE – California Alliance for Arts Education
Los Angeles Arts Funders
Los Angeles County Board of Supervisors
Los Angeles Education Funders
LACAC – Los Angeles County Arts Commission
LACOE – Los Angeles County Office of Education
Los Angeles County School Board Trustees
Los Angeles County Task Force on Arts Education
Music Center Education Division
PTA – Parent Teacher Association
SCAP – Southern California Association for Philanthropy
Southern California Superintendents
TCAP – The California Arts Project

Other Groups listed as Prospective Leaders or Partners:
Community-based Arts Organizations
California State University Teacher Training Programs
Entertainment Industry Leaders
Information Technology Industry Leaders
Local Advocacy Coalitions
Parents
University of California Teacher Training Programs
Additional Goals and Partners

New policies and priorities at the State level are required to maximize the achievement of goals at the district level. The County Task Force on Arts Education will work closely with State-level stakeholders (including but not limited to the Legislature, State Board of Education, PTA, California Alliance for Arts Education, and California Arts Council) to support policy development on behalf of sequential K-12 arts education. Such policies might include:

**State Legislature**
- Mandate minimum weekly instruction in the arts
- Lengthen the school day
- Mandate a per pupil allocation for the arts
- Require the arts to be included on the exit exam for high school graduation
- Fund coordinating bodies for implementation (arts education hubs in urban areas, regional networks elsewhere)
- Support SB 1548 or any subsequent legislation to develop assessment tools for arts education
- Support SB1731 or any subsequent legislation to change the either/or graduation requirement for foreign language and arts; both should be required

**State Commission on Teacher Credentialing**
- Develop Certification of Dance, Theater, and Media Arts instructors
- Require increase in art courses required for all teachers to be credentialed
- Require arts classes as part of the Administrative Services Credential
- Work to fill open positions on Commission with arts advocates

**State Board of Education**
- Support development of quality year-long written arts curricula to address the VAPA Standards
- Support development of quality written curricula utilizing the arts as an instructional tool for other core subjects
- Support the development of textbooks in dance and theater.

**California State University and University of California systems**
- Strengthen arts curriculum for all education majors.
- Enhance training for those studying to be credentialed arts teachers.
- Actively recruit teachers from among arts majors.
APPENDIX A: EXPLANATION OF TERMS AND METHODOLOGY

“The Arts” are defined as dance, music, theatre and the visual arts, as there are State Board of Education adopted standards for each respective discipline (see below). However, this plan also acknowledges and supports the role of media, literary, and folk arts in arts education, and views the arts in a continuum that encompasses community-based, commercial, and professional arts activities.

“K-12 arts education” – The multifaceted approach this Regional Blueprint recommends is that sequential K-12 arts education be delivered to students by three groups—general classroom teachers, credentialed arts teachers within their disciplines, and professional artists, to enhance and supplement instruction—working together with a district Arts Coordinator.

“Sequential” arts education is cumulative, with each unit of learning building upon the previous one, as opposed to learning that occurs on a random or occasional basis and/or without reference to previous units.

Visual and Performing Arts (VAPA) Standards – Content standards in dance, music, theater, and visual arts were adopted by the California State Board of Education in January 2001 (downloadable at http://www.cde.ca.gov/shsd/arts/standards). The standards guide school districts in developing comprehensive arts education programs at all grade levels. The VAPA standards are specified by grade level and were developed through a collaboration among school district curriculum specialists, teachers in each of the arts representing the California professional arts educator associations, artists, instructors from institutes of higher learning, and the California Department of Education staff. The guiding principles in devising these standards are contained in the Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve, which was adopted by the State Board of Education in 1996 (downloadable at http://www.cde.ca.gov/shsd/arts/standards). Those principles include that the arts are core subjects, each containing a distinct body of knowledge and skills, and that academic rigor is a basic characteristic of a comprehensive education in the arts. Such education shall include active practice in the arts, reading and study, research and writing about the arts, reflecting on ideas about the arts in essays or through journal writing, and participation in arts criticism on the basis of observation, knowledge and criteria.

The Regional Blueprint is designed to address “public school students” in all 82 school districts within Los Angeles County because it is with these districts that the County coordinates administrative services.

“Scheduled into the school day” – Many respondents to the Blueprint commented on the importance of afterschool programs, currently a common practice in the delivery of arts education. These programs have provided an invaluable stopgap in the face of cutbacks that virtually eliminated arts education from the school schedule, and will continue to be important. It is part of the mission of this Regional Blueprint that arts will be returned to the regular (perhaps extended) school schedule, available to all students, and after-school programs will then provide enrichment to those students beyond the school day.
APPENDIX B: MODEL DISTRICT ARTS POLICY

The Board of Education recognizes that Arts Education, including dance, music, theater, and visual arts, is an integral part of basic education for all students. Arts education enables students to develop critical and creative thinking skills, initiative, discipline, and perceptual abilities that extend to all areas of life.

The Board of Education recognizes that a comprehensive curriculum includes sequential arts education as a part of the program for all students in all grades. The K-12 arts education program should enable students to achieve the goals outlined in the Content Standards for California Public Schools, which include the Visual and Performing Arts Content Standards. The Board encourages all teachers to use the arts to facilitate learning in the other subjects of the core curricula, including history, geography, language, math and science.

The Board recognizes that weekly instructional time, credentialed staff (arts teachers in dance, music, theater, and visual arts, general classroom teachers and an Arts Coordinator), community arts resources, facilities, supplies, and curriculum materials are all necessary to implement a quality arts program. Also fundamental to the success of arts education is a continuing program of standards based in-service for the staff, to improve their ability to deliver quality arts instruction across all curriculum areas and to maximize the opportunities for student achievement. The Board acknowledges that an appropriate ratio of students to credentialed arts teachers must be maintained in order to achieve the goal of sequential arts education.

The Superintendent or designee shall develop a budgeted plan, establish procedures to implement Board policies, and provide for the on-going review, evaluation and development of the District’s arts education program. As the arts are a core subject, in times of budget cutbacks, the Board maintains that reductions must be distributed equitably across subject areas, rather than eliminating any specific programs. The Arts Coordinator shall implement the K-12 arts education program and provide a link between the central office policies and the school-level decisions.

Legal Reference:

Education Code
8810-8820  Arts Education
8950-8951  California Summer School for the Arts
51210     Courses of Study, Grades 1 to 6
51220-51226 Courses of Study, Grades 7 to 12
58800-58804 Specialized Secondary Programs
60605.1    Program Provisions
99200-99204 Subject Matter Projects

References:
California State Board Association Sample Board Policy 6142.6(a) (2.1998)
Los Angeles Unified School District Board 10 Year Arts Education Plan (Resolved June 1999)
Santa Monica-Malibu Unified School District Board Policy 4142.1 (Adopted 5.22.1997)
APPENDIX C: LOS ANGELES COUNTY ARTS EDUCATION PROGRAM COMMUNITY MEETING PARTICIPANTS

Yolie Flores Aguilar, Executive Director, Los Angeles County Children's Planning Council
Bernice Arrants, Parent
Glenna Avila, Director, Community Arts Partnership, California Institute of the Arts
Jan Bajza, Performing Arts Special Events Coordinator, Long Beach USD
Carlos C. Barrón, Member, Los Angeles County Arts Commission
Leah Bass-Bayliss, Dance Adviser, Arts Education Branch, Los Angeles USD
Phoebe Beasley, President, Los Angeles County Arts Commission
Michelle Berne, Coordinator, SMARTS in the Schools Program, Santa Monica Division of Cultural Affairs and the Santa Monica Unified School District
Jo Bernstein, Teacher, Westminster High School, Los Angeles USD
Aurelia Brooks, Member, Los Angeles County Arts Commission
William Broomfield, Project Director, Workplace Hollywood
Cynthia Campoy Brophy, Executive Director, The HeArt Project
Kathleen Burke-Kelly, Dean of Academic Affairs, East Los Angeles College
Richard W. Burrows, Director of Arts Education, Los Angeles USD
Kerry Burns, Teacher, Crescenta Valley High School, Glendale USD
Don Campbell, Director and Founder, WORDress Youth Writing Workshops
Dolores Chavez, Producer, Mark Taper Forum, PLAY
Sharyn Church, Director of the Annenberg Professional Development Program, Inner-City Arts
Alis Claussen, Executive Committee Member, Los Angeles County Arts Commission
Rex Comer, Assistant Superintendent, Beverly Hills USD
Leigh Curran, Artistic Director, Virginia Avenue Project
Thomas Dase, Assistant Superintendent, Culver City USD
Bryan Davidson, Outreach and Education Coordinator, A.S.K. Theater Projects
Joyce Davis, Principal, Camp Glenn Rockey School, LACOE
Spive Dolomite, Parent, San Fernando Valley
Gary Dominitz, Principal, Loyola Village Elementary School, Los Angeles USD
Kym Eiser, Executive Director, A.S.K. Theater Projects
Pam Ellis, Board Member, Glendale USD
Dorothy Fleischer, Program Director, W.M. Keck Foundation
David Flores, Director, Division of Alternative Education, LACOE
Rudell Freer, Vice President, Los Angeles County Board of Education
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Wendy Golden, Executive Director, Thank Goodness It's Today
Paula Goodman, Program Coordinator, Art Center for Kids, Arts Center College of Design
Akuyoe Graham, Founder and CEO, Spirit Awakening Foundation
Linda Gross, Executive Director, Santa Monica-Malibu Education Foundation
Claudia Hastings, Assistant Director, Thank Goodness It's Today
Doris Haumann, Director of Arts and Education, Armony Center for the Arts
Genethia Hayes, Board Member, Los Angeles USD
Melissa Hayes, Director of Cultural Tourism and Consumer Promotions, Los Angeles Convention and Visitors Bureau
Lynn Hickey, Visual Arts Specialist, Los Angeles USD
Angela Hoffman, Education Coordinator, Palos Verdes Art Center
Jim Hubbard, Creative Director, Venice Arts
Lois Hunter, Senior Program Specialist of Theatre and Dance, Los Angeles County High School for the Arts
Sandy Johnson, Board Member, Hacienda-La Puente USD
Crystal Jones, Program Coordinator, Saturday High, Art Center College of Design
Zina Joseph, Santa Monica-Malibu PTA Council
Marion Joy, Teacher, Santa Monica USD
Laurel Karabian, Vice President, Los Angeles County Arts Commission
Janetta Keck, Music Resource Teacher, Pasadena USD
Tracy Kelly, Program Director, Art Share Los Angeles
Carol Kinzel, Curriculum Specialist, Washington Elementary School, Burbank USD
Jim Knight, Teacher, Culver City High School, Culver City USD
Joanne Koebel, Regent, The University of California and President, Music Center
Renné Kedrell, Director, Mid South, The California Arts Project
Ginny Krager, Assistant Chief Deputy, Supervisor Yaroslavsky
Beverly Lafontaine, Marketing Director, Pasadena Conservatory of Music
Phil Lantis, Cultural Affairs Coordinator, City of Santa Clarita
Titus Levi, Assistant Professor, Annenberg School for Communication, University of Southern California
Vicki Lind, Assistant Professor, University of California Los Angeles and Member, California Curriculum Framework Committee
Robin Lithgow, Theater Adviser, Arts Education Branch, Los Angeles USD
Kenny Long, Dance Teacher, Hollywood High School, Los Angeles USD
Marjorie Lyte, Member, Los Angeles County Arts Commission
Leticia Mancillas, Parent
Kendis Marcotte, Consultant
Pam Marton, Principal, Community Magnet School, Los Angeles USD
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A Call to Action

LOS ANGELES COUNTY REGIONAL BLUEPRINT FOR ARTS EDUCATION

Vital to the development of this Blueprint is the belief that no single agency, organization, or interest group can bring about systemic change needed to guarantee a quality, sequential K-12 arts education for every public school student in Los Angeles County. To achieve this vision will require the commitment and involvement of every stakeholder group. While the blueprint describes in detail the role of every partner involved in the endeavor and how these roles intersect, the following infrastructure provides an overview of the steps that each stakeholder can take to create systemic change.

Community and Industry Leaders (Parents, PTA Members, Employers)
- Advocate for standards-based, sequential K-12 arts education curricula
- Form local coalitions to elect school board members who will initiate policies to support funding and implementation of arts education

Funding Partners
- Require matching funds from schools and arts organizations and co-planning between schools and their non-profit partners
- Stipulate that grants develop standards-based programs

Los Angeles County Arts Commission
- Provide administrative support to the Los Angeles County Office on Arts Education
- Work in partnership with the Los Angeles County Office of Education through the Arts Education Hub
- Establish an online arts education portal
- Develop curriculum based on the VAPA Standards
- Ensure funding policies support and align with the vision and mission of this Blueprint

County and Municipal Elected Officials
- Lobby the Los Angeles County Delegation of State Legislators to adopt policies in support of sequential K-12 arts education

Statewide Organizations (CAAE, State PTA)
- Lobby state legislators to enact legislation in support of sequential K-12 arts education
- Conduct advocacy training workshops

UC Regents, CSU Trustees, and Higher Education Community
- Strengthen arts curriculum for all education majors
- Enhance training for those studying to be credentialed arts teachers
- Actively recruit teachers from arts majors
- Provide professional development opportunities for educators

State Legislature
- Support policy development and enact legislation on behalf of sequential K-12 arts education

Students
- Receive comprehensive, sequential K-12 education in the arts

California State Board of Education
- Provide alignment of instruction, curriculum, and assessment to visual and performing arts content standards adopted in January 2001
- Support development of textbooks and teacher certification for Dance, Theater, and Media Arts

District Boards of Education
- Provide leadership and advocacy for the value of arts education
- Adopt policy, plan, and corresponding budget to support district-wide arts programs
- Hold the superintendent accountable for effective implementation of the district arts plan

Los Angeles County Office of Education
- Assess districts with implementation of policy, VAPA standards, arts curriculum, and assessment
- Ensure districts have access to needed information, curriculum, and technical assistance

Superintendents
- Propose a policy, plan, and corresponding budget to implement district-wide arts programs
- Develop timeline for implementation and goals for staff development
- Support district-wide implementation of policy

Assistant Superintendents and Directors of Instruction
- Implement K-12 arts curriculum
- Serve as a liaison between board and central office policies and school-level decision-making

Principals
- Provide leadership and support for arts education
- Ensure school-wide implementation of policy and assessment of student learning in the arts
- Provide release time for co-planning between teachers, and artists and arts organizations
- Allocate funds for professional development for teachers

Credentialed Arts Teachers
- Receive training in the VAPA Standards and integrating arts into curriculum
- Provide instruction in each arts discipline (Dance, Music, Theater, Visual Arts)

General Classroom Teachers
- Receive training in the VAPA Standards and integrating arts into curriculum
- Integrate arts into curriculum

Artists & Arts Organizations
- Receive training in the VAPA Standards
- Enhance and supplement arts instruction of
- Ensure programs are aligned with school curriculum credentialed arts teachers and classroom teachers standards
- Provide students with access to live arts experiences