



# arts for all

LOS ANGELES COUNTY  
REGIONAL BLUEPRINT  
FOR ARTS EDUCATION



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**The Los Angeles County Board of Education adopted  
ARTS FOR ALL on July 16, 2002**

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*ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education* was commissioned by the Los Angeles County Arts Commission under the direction of Ayanna Hudson, Arts Education Program Director. Strategic Planning Consultant Terry Wolverton/Consult'Her guided the process, facilitated the Advisory Group and community consultations meetings, and drafted the Blueprint, with the assistance of M. Gwin Wheatley, Arts Commission Director of Communications. Linda Chiavaroli edited the final draft and Roberto San Luis of San Luis Design provided the graphic design. Assistance in the final phase of the project was provided by Jane Choi through the Arts Commission's Arts Internship Program.

**ARTS FOR ALL: LOS ANGELES COUNTY REGIONAL BLUEPRINT FOR ARTS EDUCATION  
WAS FUNDED BY**



For copies of *ARTS FOR ALL* or for additional information contact:  
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*ARTS FOR ALL* can be downloaded at [www.lacountyarts.org](http://www.lacountyarts.org)



# 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
- ensures 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 (LACOE), 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 credentialed arts teachers
- 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 Terry Wolverton/Consult'Her, eight community consultations were held over the course of three months, March 2002 through May 2002, with **Policy makers**, **Implementers** and **Recipients** of arts education.

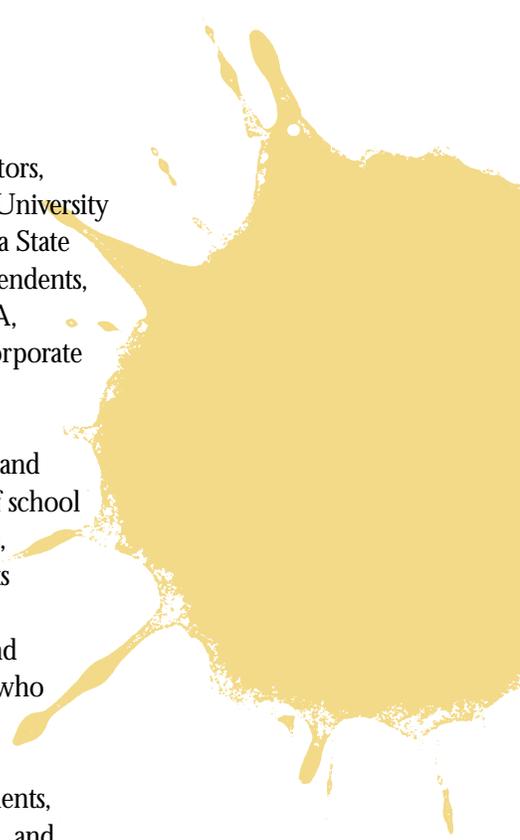
**Policy makers** include state legislators, state agencies, County Supervisors, University of California Regents and California State University Trustees, district superintendents, funders, school board members, PTA, municipal arts commissions, local corporate and foundation partners.

**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 supervisory districts, with individuals representing a cross-section of the stakeholder groups.

The following individuals who participated (see pages 4–5) made invaluable contributions of knowledge, insight, perspective, and resources that have deepened and strengthened this Regional Blueprint.



# Community Consultation Participants

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## Shared Beliefs

*ARTS FOR ALL: Los Angeles County Regional Blueprint for Arts Education* is guided by a commitment to the following principles:

- 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 general classroom teachers, credentialed arts teachers, professional artists, and administrators to effectively teach in the arts and through the arts is essential for successful implementation of the 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 the 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.





## MISSION

To bring about systemic change in the 82 school 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.

To view a larger format, please download "A Call to Action" PDF

To print, use legal size paper and landscape format.

No single agency, organization, or interest group can bring about the systemic change needed to guarantee a quality, sequential K-12 arts education for every public school student in Los Angeles County. The commitment and involvement of every stakeholder group is necessary to achieve the vision. The following chart provides an overview of the steps that each stakeholder can take to create systemic change.

# A Call to Action



# GOAL 1

Each of the 82 school districts in Los Angeles County enacts a policy, adopts a plan with timeline, and approves a budget to implement sequential K–12 arts education.

STRATEGY	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A Provide technical assistance and articulated models to help school board members and superintendents to develop a district policy, plan and budget for sequential K-12 arts education. A policy might include:</p> <ul style="list-style-type: none"> <li>• school district employs a minimum of one Arts Coordinator</li> <li>• district increases fulltime, permanent positions for credentialed arts teachers to ensure a ratio sufficient to achieve the goal of sequential arts education</li> <li>• 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</li> <li>• district will require that in times of budget cutbacks, reductions be distributed equally across subject areas, rather than eliminating programs</li> <li>• district requires time be allotted each week for eacharts discipline</li> </ul>	<p>COUNTY TASK FORCE ON ARTS EDUCATION</p> <ul style="list-style-type: none"> <li>* Association of California School Administrators</li> <li>* Los Angeles County Arts Commission</li> <li>* Los Angeles County Office of Education</li> <li>* Parents</li> <li>* Parent Teacher Associations</li> </ul>

# MODEL SCHOOL DISTRICT ARTS EDUCATION 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 References:*

##### 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)
- Connecticut State Board of Education (Adopted 10/6/1999)
- Los Angeles Unified School District 10 Year Arts Education Plan (Resolved 6/1999)
- Santa Monica-Malibu Unified School District Board Policy 4142.1 (Adopted 5/22/1997)
- Wiseburn School District Board Policy 6142.6 (Adopted 11/14/1995)

# GOAL 2

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

STRATEGIES	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A Develop an on-line informational portal including:</p> <ul style="list-style-type: none"> <li>• resource directory of approved content-based arts education programs</li> <li>• data demonstrating the impact of the arts on student achievement</li> <li>• available funds for which schools and districts may apply</li> <li>• professional development opportunities</li> <li>• technical assistance for developing sequential arts education programs (i.e. model district policy)</li> </ul>	<p>LOS ANGELES COUNTY ARTS COMMISSION</p> <ul style="list-style-type: none"> <li>* Community-based Arts Organizations</li> <li>* Los Angeles County Office of Education</li> <li>* Music Center Education Division</li> </ul>
<p>B Provide technical assistance to schools to support arts education partnerships with nonprofit organizations.</p>	<p>LOS ANGELES COUNTY OFFICE OF EDUCATION</p> <ul style="list-style-type: none"> <li>* Los Angeles County Arts Commission</li> <li>* Music Center Education Division</li> </ul>
<p>C Provide information about and professional development in the VAPA Standards to all teachers, principals, and school boards.</p>	<p>LOS ANGELES COUNTY OFFICE OF EDUCATION</p> <ul style="list-style-type: none"> <li>* The California Arts Project</li> </ul>
<p>D Identify and disseminate quality written year-long arts curricula, textbooks, support material, and tools for meaningful assessment:</p> <ul style="list-style-type: none"> <li>• for each arts discipline; and</li> <li>• for non-arts subjects, utilizing the arts as an instructional tool.</li> </ul>	<p>LOS ANGELES COUNTY OFFICE OF EDUCATION</p> <ul style="list-style-type: none"> <li>* Local School Districts</li> </ul>
<p>E Provide in-service professional development for:</p> <ul style="list-style-type: none"> <li>• general classroom teachers;</li> <li>• specialists in non-arts subjects; and</li> <li>• credentialed arts teachers</li> </ul> <p>to enhance capacity to provide instruction to the VAPA standards, and to strengthen capacity to assess student performance in the arts.</p>	<p>MUSIC CENTER EDUCATION DIVISION</p> <ul style="list-style-type: none"> <li>* California State University Teacher Education Programs (California State University Dominguez Hills, School of Education; California State University Northridge, School of Education)</li> <li>* Colleges of Art (Art Center College of Design; California Institute for the Arts; Otis College of Art and Design; California State University Dominguez Hills, College of Arts and Sciences; California State University Long Beach, College of the Arts; California State University Los Angeles, College of Arts and Letters; California State University Northridge, College of Arts Media, and Communication)</li> <li>* Community-based Arts Organizations</li> <li>* Local School Districts</li> <li>* The California Arts Project</li> </ul>
<p>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.</p>	<p>LOS ANGELES COUNTY ARTS COMMISSION</p> <ul style="list-style-type: none"> <li>* Community-based Arts Organizations</li> <li>* Music Center Education Division</li> </ul>
<p>G Assist and encourage professional artists to pursue education to become credentialed arts teachers.</p>	<p>LOS ANGELES COUNTY ARTS COMMISSION</p> <ul style="list-style-type: none"> <li>* Colleges of Art (Art Center College of Design; California Institute for the Arts; Otis College of Art and Design; California State University Dominguez Hills, College of Arts and Sciences; California State University Long Beach, College of the Arts; California State University Los Angeles, College of Arts and Letters; California State University Northridge, College of Arts Media, and Communication)</li> </ul>
<p>H Continue research and analysis to deepen data from Arts in Focus survey to support policy development and advocacy efforts.</p>	<p>LOS ANGELES COUNTY ARTS COMMISSION</p>

# GOAL 3

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

STRATEGIES	LEADERSHIP * PARTNERS FOR LEADERSHIP
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 * Community Leaders * Entertainment Industry (Entertainment Industry Development Corporation) * Information Technologies Industries * Parent Teacher Associations
B Develop Arts Education briefing materials as a resource for candidates running for School Board.	LOCAL ADVOCACY COALITIONS * Parent Teacher Associations
C Develop and conduct advocacy training workshops for parents, community members, teachers, administrators, students, artists, and arts organizations.	CALIFORNIA ALLIANCE FOR ARTS EDUCATION * Local Advocacy Coalitions * Parent Teacher Associations
D Disseminate data demonstrating how arts involvement supports student success in school.	CALIFORNIA ALLIANCE FOR ARTS EDUCATION * Local Advocacy Coalitions * Parent Teacher Associations
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 * Los Angeles County Arts Commission
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.	COUNTY TASK FORCE ON ARTS EDUCATION * County Board of Supervisors * Entertainment Industry (Entertainment Industry Development Corporation) * Information Technology Industries * Local Advocacy Coalitions * Parent Teacher Associations

# GOAL 4

Funding policies of public and private funders support and align with vision and mission of this plan.

STRATEGIES	LEADERSHIP * PARTNERS FOR LEADERSHIP
<p>A Require matching funds from schools/grantees.</p>	<p>LOS ANGELES ARTS FUNDERS/ LOS ANGELES EDUCATION FUNDERS * Southern California Association for Philanthropy</p>
<p>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 partnerships involve</p> <ul style="list-style-type: none"> <li>• bringing professional artists into the classroom; or</li> <li>• bringing students to the organization or institution.</li> </ul>	<p>LOS ANGELES ARTS FUNDERS/ LOS ANGELES EDUCATION FUNDERS * Southern California Association for Philanthropy</p>
<p>C Require improved planning, cooperation, and implementation between schools and nonprofit organizations who partner to provide arts education.</p>	<p>LOS ANGELES ARTS FUNDERS/ LOS ANGELES EDUCATION FUNDERS * Southern California Association for Philanthropy</p>

# STATE GOALS & 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 the legislature, State Board of Education, California Arts Council, California Alliance for Arts Education, California Parent Teacher Association) to support policy development on behalf of sequential K-12 arts education. Such policies might include:

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## 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 legislation to change the either/or graduation requirement for foreign language and arts; both should be required
- Support legislation to develop assessment tools for arts education

## 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

## 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

## CALIFORNIA STATE UNIVERSITY TRUSTEES

- Strengthen arts curriculum for all education majors
- Enhance training for those studying to be credentialed arts teachers
- Actively recruit teachers from among arts majors

## Mobilizing the Effort and Assessing Progress

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 on pages 11–15*), is developing a plan of action for the strategy(ies) for which they have assumed responsibility. As each strategy represents a piece of the mission, 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.



## Terms

**“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.

**Credentialed Arts Teacher** —A certificated teacher trained to deliver arts instruction in dance, music, theatre, or the visual arts.

**“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.

**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 after-school 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.

**“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.



## YOUR ACTION STEPS

Find yourself on the Call to Action Chart (pages 8–10). What steps can you take to implement the Regional Blueprint and create systemic change?

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