

CULVER CITY UNIFIED SCHOOL DISTRICT  
K-12  
STANDARDS-BASED

*Arts Education Plan*



to make arts education accessible to students  
in all schools  
in all grades  
from all populations

JUNE 1, 2004

*When we teach a child to sing or play the flute, we teach her how to listen. When we teach her to draw, we teach her to see. When we teach a child to dance, we teach him about his body and about space; and when he acts on a stage, he learns about character and motivation. When we teach a child design, we reveal the geometry of the world. When we teach children about the folk and traditional arts and the great masterpieces of the world, we teach them to celebrate their roots and find their own place in history.*

Jane Alexander, Chairman (1993-1997)  
National Endowment for the Arts

**Culver City Unified School District  
Board of Education**

Dana Russell, D.D.S., President  
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Saundra Davis, M.A., Member  
Marla Wolkowitz, Member

**Superintendent**

Laura McGaughey, Ed.D

## **District Community Arts Team**

Under the leadership of Vanguard Coach  
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Darlene Bilkiss  
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*Student, Culver City High School*

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Daphne's Greek Café  
Café Belleza  
Sorrento Italian Market  
La Ballona Restaurant  
Sagebrush Cantina  
Shakey's Pizza  
El Rincon Elementary School PTA  
La Ballona Elementary School PTA

### **Project Background and Planning Process**

In the Fall of 2003, Culver City Unified School District was selected by the oversight commission of the *Los Angeles County Regional Blueprint for Arts Education: Arts for All* as one of five Vanguard Districts in the County. Each Vanguard District would be responsible for developing a Board Policy statement regarding arts education and a K-12 standards-based arts education plan, including budget implications.

Co-chairs were named and a District Community Arts Team (DCAT) comprised of 21 educators, parents, local artists, and community stakeholders was formed. The California Alliance for Arts Education (CAAE) contributed a coach to guide and assist each of the Vanguard Districts. The co-chairs participated in two days of group facilitation and leadership training, also provided by the CAAE.

The DCAT held its first meeting on November 10, 2003 then met regularly throughout the remainder of the school year. Because the team met in the late afternoon and into the evening, local restaurants donated dinners for each meeting. The first task was to conduct an assessment of the current arts program. After the initial assessment, the team realized that a more comprehensive assessment was needed. The Vanguard Coach arranged to have each of the elementary schools assessed through the Music Center Education Division, Los Angeles County Performing Arts Center. The MCED generously absorbed the cost of these comprehensive ArtStrategy® assessments. While the assessments were being conducted, the team began to draft the Board Policy statement. The co-chairs led the team using the facilitation models they had learned in the training provided by the CAAE. The DCAT worked through the writing process for several meetings; on March 16 BP 6142.6 (see Appendix A) was adopted by the School Board. The team used the same writing process (draft, discuss, edit, revise, publish) to develop the K-12 standards-based arts education plan, including budget implications. (See Appendix B for a sample proposed budget from one elementary school.) Like the policy statement, the plan was presented to the School Board for ratification.

## **A Common Goal**

A comparison of the District's and the Blueprint's missions and belief statements suggest a common goal that both agencies seek to achieve.

### **Los Angeles County Regional Blueprint for Arts Education: Arts for All**

#### **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.

#### **Beliefs**

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.

### **Culver City Unified School District**

#### **Mission**

The mission of the Culver City Unified School District, a diverse haven of excellence, is to ensure that each student possesses the academic and personal skills necessary to achieve his/her highest potential as a valued, responsible member of society by providing challenging, personalized educational experiences in a safe, nurturing environment and by fostering a passion for teaching and learning with committed parent and community involvement.

#### **Beliefs**

Each person deserves to be safe.

Everyone deserves to be treated with respect.

Honoring diversity makes us stronger.

We are responsible for ourselves and accountable to each other.

Individuals have the right to express their views, opinions and thoughts.

The sense of family and belonging is integral to our lives.

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 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.

Peace is worth pursuing.

The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits.

Everyone has a right to a belief system.

Aesthetics is essential to life.

Everyone has a right to preserve his/her dignity.

Each person has the capacity for goodness.

The L.A. County Blueprint and the District share the belief that arts are essential to life and that all students deserve a quality education. Both organizations seek to provide personalized learning experiences in order that all students be afforded the opportunity to achieve at their highest potential. It is in the context of these shared beliefs that this K-12 standards-based arts plan to make arts education accessible to students in all schools, in all grades, and from all populations, is presented.

*The arts are a catalyst for engagement. By bringing the arts into the center of school life, students begin to slip into the journey of learning with full absorption. The arts are a means for putting things together so that students can have a relevant experience. They transform something ordinary into something extraordinary because it has personal meaning. Learning becomes an active journey that leads to self discovery.*

Eric Booth

## Appendix A Board Policy

### Instruction

BP 6142.6(a)

### VISUAL AND PERFORMING ARTS EDUCATION

The Board of Education recognizes that K-12 arts education, including but not limited to dance, music, theatre, and visual arts, is an integral part of core education for all students. Arts education enables students to develop critical and creative thinking skills, take initiative, foster self-discipline, and increase self-esteem. Furthermore, arts education may encourage students to incorporate the arts into all areas of life-long learning.

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 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 infuse the arts within the core curricula whenever possible. The Board also recognizes that the arts need to be taught as an independent subject.

*(cf. 6143 - Courses of Study)*

*(cf. 6146.1 - High School Graduation Requirements)*

The Board recognizes that regular and consistent instructional time, credentialed staff, community artists, and arts resources are all necessary to implement a quality arts program. Fundamental to the success of arts education is a continuing program of standards-based professional development. This professional development may include the credentialed staff, paraprofessionals, community artists, parents, and other persons who provide instruction in the arts to strengthen their ability to deliver quality arts instruction across all curricular areas.

The Superintendent or designee shall ensure that all students have access to sufficient instructional materials, equipment, and facilities to support a balanced arts program; the program can be adapted to meet the unique needs of each school site. The Superintendent or designee shall establish procedures to implement Board policies, and provide for the on-going review, evaluation and development of the District's arts education program and plan.

*(cf. 1220 - Citizen Advisory Committees)*

*(cf. 1700 - Relations between Private Industry and the Schools)*

*(cf. 6153 - School-Sponsored Trips)*

*(cf. 4131 - Staff Development)*

**VISUAL AND PERFORMING ARTS EDUCATION (continued)**

*Legal Reference:*

EDUCATION CODE

8810-8820 Arts Education

8950-8951 California Summer School for the Arts

51210 Course of Study, Grades 1 to 6

51220-51226 Courses of Study, Grades 7 to 12

58800-58805 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)

Goals for Curriculum, Instruction & Professional Development	Implementation Task			Preliminary Budget Implications	Person Responsible
	03-04	04-05	05-06		
<p>Assess current reality for</p> <ul style="list-style-type: none"> <li>Elementary</li> <li>Middle School</li> <li>High School</li> </ul>	<p>Elementary School: Survey, compile, summarize, analyze and present data</p>	<p>Middle/High School: Survey, compile, summarize, analyze and present data</p>	<p>\$10,000 for Elementary Schools* *donated by MCED \$3000 for Secondary Schools</p>	<p>District Community Arts Team &amp; Principals</p>	
<p>1 Curriculum: Establish K-12 standards based curriculum*, including student assessment in all four arts disciplines</p> <p><i>*California Visual &amp; Performing Arts Framework and Content Standards</i></p>	<p>Meet with Principals to provide information about impending curriculum</p>	<p>Identify curriculum committee of informed teachers, parents and professionals for Visual Arts K-12 (Elementary: includes 1 teacher per school, one grade per teacher, 2 professionals; Middle &amp; High: 2 History, Social Sciences, 2 Language Arts, 2 arts teachers, 2 professionals)</p> <p>Develop scope and sequence:</p> <ul style="list-style-type: none"> <li>Research other curriculums</li> <li>Write or adopt an existing scope and sequence</li> </ul> <p>Present scope and sequence to Board for review and action</p>	<p>Identify curriculum committee of informed teachers, parents and professionals for Music K-12</p> <p>Develop scope and sequence:</p> <ul style="list-style-type: none"> <li>Research other curriculums</li> <li>Write or adopt an existing scope and sequence</li> </ul> <p>Present scope and sequence to Board for review and action</p> <p>(note: 06-07: Theater 07-08: Dance)</p>	<p>\$14,000 Per Year (includes 7 meetings, \$6000 Elementary \$8000 Secondary)</p> <p>State grant funds for student assessment</p>	<p>Arts Coordinator, Principals &amp; Arts Curriculum Committee</p>
<p>2 Instruction: Provide and improve the quality of instruction in all four arts disciplines</p> <p><i>(note: see Professional Development)</i></p>		<p>Identify textbook selection committee</p> <p>Research, recommend and identify budget implications of standards based textbook selection for all four disciplines</p> <p>Upon Board approval, purchase recommended visual arts text books for K-12</p> <p>(Note: consider time allotment during the school day for arts as core, as well as integrating arts into the curriculum)</p>	<p>Estimate \$65,000</p>	<p>Asst. Superintendent &amp; Arts Coordinator</p>	
<p>3 Technology: Incorporate technology into instruction</p>		<p>Assess status of technology and establish a baseline in each school</p> <p>Research, recommend and identify budget implications of use of technology in arts education</p>	<p>Purchase and implement new technology (see Professional Development)</p>	<p>To assess- no budget implications; budget implications for repair, personnel, hardware/software, etc to be determined</p>	<p>Arts Coordinator &amp; District Technology Coordinator</p>

4	Professional Development: Provide in-service training for all four arts disciplines	Appoint Arts Committee rep. for Teacher Professional Development Steering Committee	Contact The California Arts Project regarding professional development in the arts, literacy and standards-based arts instruction  Provide ongoing professional development in the following areas: <ul style="list-style-type: none"> <li>arts curricula training</li> <li>methods for integrating and correlating arts to other subjects</li> <li>career units</li> <li>new technology (i.e. computer graphics, video animation, software programs for music)</li> </ul>	Ongoing	Based on services	Asst. Superintendent
5	Align curriculum, instruction and staff development activities		Continue to assess staff development needs  Professional development steering committee reviews all decisions and recommendations made regarding curriculum, instruction, technology and assessment, present findings to Arts Coordinator	Ongoing	None	Asst. Superintendent
6	Continually evaluate arts education program		Evaluate the arts education program on an ongoing basis  Provide a summary report	Continue	TBD	Asst. Superintendent
7	Establish a program for identifying and educating artistically talented students		Establish committee of educators and artists to: <ul style="list-style-type: none"> <li>develop identification criteria</li> <li>research, identify and recommend programs/opportunities</li> </ul>	Identify artistically talented students and implement program		

<b>Goals for Personnel</b>		<b>Implementation Task</b>			<b>Preliminary Budget Implications</b>	<b>Person Responsible</b>
		<b>03-04</b>	<b>04-05</b>	<b>05-06</b>		
1	Recruit and maintain highly qualified personnel to implement arts education	<ul style="list-style-type: none"> <li>Establish job description for Arts Coordinator within district guidelines (classification, salary, etc.)</li> </ul>	Hire an Arts Coordinator  Identify arts education representative at each school site	Maintain Arts Coordinator and site representatives  Continue to recruit teachers who value the arts and will commit to arts education	\$75,000 for Arts Coordinator (note: possible Title 5)	Assistant Superintendent

<b>Goals for Fundraising, Resources &amp; Facilities</b>		<b>Implementation Task</b>			<b>Preliminary Budget Implications</b>	<b>Person Responsible</b>
		<b>03-04</b>	<b>04-05</b>	<b>05-06</b>		
1	Increase funding for Arts Education		Research funding sources for arts education  Research and seek federal and state grant	Continue	None	Arts Coordinator

		<p>opportunities for programs and facilities</p> <p>Determine priorities for funding; match with appropriate funding sources</p> <p>Initiate an arts funding group</p> <ul style="list-style-type: none"> <li>• Hold fund raising arts events such as auctions, performances, art exhibits, etc.</li> </ul> <p>Investigate financial repercussions of hiring a Grant Writer i.e. % vs. flat vs. per proposal</p>				
2	Expand the pool of community resources		<p>Create database of all community resources including people, organizations, locations &amp; materials</p> <p>Seek additional community resources (See partnerships and communications)</p> <p>Inventory materials and equipment (including a/v and computer equipment)</p> <p>Establish a budget for materials and equipment</p> <p>Repair, replace or acquire:</p> <ul style="list-style-type: none"> <li>• media equipment for every school (CD player, Internet, DVD, software, etc.)</li> <li>• necessary art supplies, instruments, etc.</li> <li>• necessary prints, tapes, CDs, books, etc.</li> </ul> <p>(note: refer to existing Technology plan for ongoing upgrading systems, etc)</p>	Continue	None	Arts Coordinator (identify community volunteer w/ computer expertise)
3	Provide adequate materials and equipment for arts classes to implement the established K-12 curriculum		<p>Inventory District facilities and identify needs</p> <p>Establish a budget and plan for repair and additions</p> <p>Research spaces within the community to be utilized for performances, exhibits, etc</p> <p>Continue to explore possible spaces</p> <p>Identify public and private sources for funding</p>	Continue	TBD (details will be provided in forthcoming plan)	Arts Coordinator
4	Provide adequate facilities for arts classes to implement the established K-12 curriculum	<p>Access existing, available classrooms, facilities, so students see and interact with artists.</p>				
5	Create an arts complex for the district for use by K-12	<p>Investigate possible existing spaces that can be transformed into an arts complex</p>	<p>Seek funding from major funders, including naming opportunities</p> <p>Additional actions to be determined based on findings</p>		<p>To be determined based on findings, items to be considered:</p> <ul style="list-style-type: none"> <li>• Site management and maintenance</li> <li>• Transportation</li> <li>• Events coordinator</li> </ul>	Superintendent and School Board

Goals For Communication, Partnerships and Advocacy	Implementation Task			Preliminary Budget Implications	Person Responsible
	03-04	04-05	05-06		
1 Solidify the alliance among the School Board, the District and Community for arts education		Create an event to highlight arts education, increase excitement and interest as well as educate the community			
2 Increase community awareness about arts education		Continue District Community Arts Team  Collect and disperse information (including press releases) to media outlets (such as newspaper, radio, TV, websites, word of mouth, etc)  Create arts education page for district website  Create marketing opportunities through programs such as Art Student of the Month  Create and nurture political relationships  Identify and utilize spaces within Culver City to exhibit student work	Continue	None	Arts Coordinator  Designate PR volunteer
3 Develop and Nurture Partnerships with Arts Organizations and Artists	Develop and sustain strong partnership with: <ul style="list-style-type: none"> <li>• Sony Pictures Entertainment</li> <li>• Culver City Arts Council</li> <li>• The Music Center Ed Division</li> <li>• LA County Arts Commission</li> <li>• California Alliance for Arts Education</li> <li>• The California Arts Project</li> <li>• Playa Vista</li> <li>• Culver City Education Foundation</li> </ul>	Expand partnerships to include: <ul style="list-style-type: none"> <li>• Debbie Allen Dance Academy</li> <li>• Performing for LA Youth (Center Theater Group @ Kirk Douglas Theater)</li> <li>• Etc.</li> </ul> Develop an Artist in Schools program which includes artists in residence at the school site and students visiting artists studios	Continue	None	Asst Superintendent
4 Strengthen collaboration among schools district wide		Provide opportunities for teachers and students to share arts opportunities throughout the district	Continue	None	Arts Coordinator, Arts Curriculum Committee and District Arts Committee
5 Increase parents and community involvement	Expand the list of persons who would like to be involved  Communicate progress and developments of arts programs with parents and community	Identify volunteer opportunities and develop creative ways to increase community involvement	Establish and increase involvement each year.	None	