

BEVERLY HILLS 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 14, 2005

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 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

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Christa Gutheinz
General Music Teacher, Hawthorne

Barbara Zarider
First Grade Teacher, El Rodeo

Joy Chase
Skirball Cultural Center

Elizabeth Escamilla
Getty Center

Marilyn Wulliger
Retired Beverly Hills High School Teacher

Project Background and Planning Process

In the Fall of 2004, the Beverly Hills Unified School District was selected by the Los Angeles County Task Force on Arts Education to be one of five districts to participate in the 2004/2005 Community Arts Education Project, a key strategy in Arts for All: Los Angeles County Regional Blueprint for Arts Education. Arts for All is a 10-year strategic plan to restore dance, music, theatre, and the visual arts in Los Angeles County and provides technical assistance to school districts to build their capacity to provide arts education through the adoption of a policy, a long-range plan and a budget.

Co-chairs were named and an Arts for All Committee comprised of 51 board members, educators, community stakeholders, and parents was formed. The California Alliance for Arts Education also provides the services of a consultant/coach to help guide the process.

The Arts for All Committee held its first meeting on September 30, 2004 and then met monthly throughout the remainder of the school year. The first task was to conduct an assessment of the current arts program. A survey was sent to all school sites and the results were compiled into one document. The Arts for All Committee then reviewed the results and began discussing the elements of a model arts education program. The ideas that came from this discussion were formulated into the draft of the Board Policy. On February 8, 2005, the Board Policy for Visual and Performing Arts Education was adopted on the first read. Concurrently, the Arts for All Committee continued to examine the current reality of the District's arts program and created a vision for an optimal one. Once this was done, the committee broke into sub-committees to create the strategic plan. Each sub-committee presented to the entire Arts for All Committee their proposals in the form of strategies to implement the prioritized goals. The Strategic Plan was then written and a budget was produced.

A Common Goal

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

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

Mission

To bring about systematic 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 systematic changes 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.

The arts enable students to build self-esteem and self-discipline, to work cooperatively within groups, and to effectively express themselves.

Beverly Hills Unified School District

Mission

The mission of the Beverly Hills Unified School District, the heart of our city's tradition of pride and excellence, is to ensure that our students are humane, thinking, productive citizens through an educational system characterized by state-of-the-art technology; a dynamic interdisciplinary curriculum; an exemplary instructional and support team; student-centered active learning; respect for diversity; strong parent and community involvement; and a nurturing environment where all share a common purpose and a joy for learning.

Beliefs

A person's right to thoughts and ideas is inviolate.

Self-respect is essential to individual and community well-being.

Every person has immeasurable intrinsic value.

Society requires standards of right and wrong.

Every person is entitled to personal safety.

Every person has a right to the basic necessities of life.

Every person deserves the opportunity to achieve his or her potential.

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.

Family is the primary influence on each person's development.

The individual's capacity to think can be continuously developed.

Literacy is vital to individual empowerment.

Human dignity is sacrosanct.

Every person has the right to education.

Diversity of all kinds enriches the individual and society.

Family is basic to the preservation and creation of societal values.

There can be no progress without change.

Every person is accountable for his or her behavior and actions.

Honesty is the basis for successful human relationships.

The Los Angeles County Blueprint and Beverly Hills Unified School District share beliefs 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, 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 self-discovery.

Eric Booth

Appendix A
Beverly Hills Unified School District Board Policy

Board Policy: 6142.6

Adopted: 2-8-05

Revised:

Section 1.01 VISUAL AND PERFORMING ARTS EDUCATION

The Board of Education recognizes that Arts Education, including dance, music, theatre, and visual arts, is part of the core curriculum for all K-12 students and that the value and benefits of arts education have been extensively documented. The Board also recognizes that instruction in the basic skills and content knowledge of the arts develops perceptual abilities that extend to all careers and areas of life. An arts education enables students to develop an appreciation of the arts, critical and creative thinking skills, initiative, self-esteem, and discipline. It is also recognized that in our multicultural state, the arts build bridges and help pupils broaden their perspectives and understand their world and the diverse cultural influences that surround them. Communication, imagination, and information are keys to career opportunities, education, and a life-long appreciation of the arts. Therefore; it is the policy of the Beverly Hills Unified School District to acquaint all of the students of the joy of the arts so they can perform, produce, and appreciate what art can do for them and for the world.

The Board of Education recognizes that a comprehensive curriculum includes a sequential K-12 arts education as a part of the program for all students in all grades during the school day. 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 of Education supports the need to provide adequate funding for K-12 Arts Education and recognizes that, in times of budget cutbacks, reductions must be distributed equitably across subject areas, rather than eliminating arts programs.

In order to implement quality, standards-based, sequential K-12, and comprehensive arts education, with equity and access for all, the Board of Education supports the need to provide the following:

- A standards-based curriculum and assessment
- A qualified arts coordinator(s) who provides leadership, vision, planning, and resources for the District
- Qualified teachers in all the arts disciplines at all grade levels, supported by ongoing standards-based professional development in the arts for classroom and arts teachers
- Opportunities during school hours for arts teachers to collaborate
- A student-to-teacher ratio in each of the arts that is appropriate for the delivery of effective instruction along with adequate classified staff to support the arts program

- Standards-based instructional materials and resources, including, but not limited to, equipment, facilities, textbooks and technologies that support learning
- Visual and performing arts classrooms that are appropriately designed and equipped for the unique requirements of each arts discipline
- Opportunities to showcase student learning/work in a public forum simulating the experience of professional artists
- Opportunities for students to be exposed to a wide variety of artistic styles, venues, and performances including working with professional artists, collegial programs, cultural organizations, and field trips
- Opportunities for students in elementary and middle grades to work with and gain exposure to the arts programs at the other K-8 schools and the high school through school visits, assemblies, workshops, mentoring programs and other such activities
- Community resources, including business as well as parent involvement, partner with schools to provide funds and resources for arts programs

The Superintendent or designee shall develop a budgeted plan, establish procedures to implement Board policies, and provide for the ongoing review, evaluation and development of the District's arts education program.

Beverly Hills Unified School District
Arts for All
Three Year - Strategic Plan

GOAL 1	Implementation Task			Preliminary Budget Implications	People Responsible
Curriculum & Instruction	2005-06	2006-07	2007-08		
<p>1.1 Conceptualize the curriculum</p>	<p>1.1a Develop understanding of the California VAPA Framework & State standards & expectations at each grade level for all four areas. Establish a VAPA Steering Committee comprised of teachers, administrators & parents</p> <p>1.1b Revisit and revise the District standards to ensure that they continue to reflect State standards</p> <p>1.1c Prioritize the District standards to identify key learning's at each grade level & arts area so that they are sequential and create a spiral learning pattern</p> <p>1.1d Determine the appropriate instructional structures to support mastery of standards as delineated (class size, support)</p> <p>1.1e Identify & develop student performance indicators that would demonstrate mastery of standards. Develop rubrics by which to measure students' performance levels</p> <p>1.1f Create standards-based local assessments for each grade level & arts area</p> <p>1.1g Design & implement a summer arts program</p> <p>1.1h Provide ongoing professional development to support the implementation of all of the above items</p>			<ul style="list-style-type: none"> ▪ Materials – copies of VAPA Framework & California State Standards \$6,000 ▪ Substitute/Workshop time – to release teachers on the VAPA Steering Committee from the classroom to work together to understand standards, develop key learning's, determine performance indicators, develop rubrics, create assessments, plan instruction, review and analyze assessment data (150 subs, 30 teachers, 5days). Two per grade level (K-5) VAPA teachers. \$18,000 ▪ Professional development – training in subject-specific areas (specific methodologies, new arts areas, continuing education to develop expertise, etc.) & in standards-based instruction and assessment (150subs, 30 teachers, 5days) \$18,000 ▪ Collaboration (90 subs, 30 teachers, 3days) \$10,800 ▪ Subs - collaboration ▪ Collaboration Time - subs (20 teachers, 4 days, 80 subs) 9,600 ▪ Collaboration Time - subs ▪ Subs, Presenters 	<ul style="list-style-type: none"> ▪ Assistant Superintendent, Educational Services ▪ Assistant Superintendent, Human Resources ▪ Arts Teachers at all grade levels Assistant Superintendent, Educational Services ▪ Arts Teachers ▪ Assistant Superintendent Educational Services, Arts Teachers ▪ Assistant Superintendent, Educational Services Arts Teachers

1.2 Implement the curriculum	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
		<p>1.2a Implement the local assessment system as defined the previous year</p> <p>1.2b Provide ongoing professional development to support standards-based instruction & assessment, & to support the development of curricular and instructional expertise at all grade levels & in all arts areas</p> <p>1.2c Implement performance indicators</p> <p>1.2d Implement & refine summer arts program (2006)</p>		<ul style="list-style-type: none"> ▪ Budget to be determined ▪ Self sustaining fee-based program 	<ul style="list-style-type: none"> ▪ Arts Teachers
			<p>1.2e Implement the instructional delivery structure identified the previous year in current master schedule</p> <p>1.2f Design and implement instruction to support mastery of the standards as prioritized the previous year as works into existing structure</p>		<ul style="list-style-type: none"> ▪ Arts Coordinator, Assistant Superintendent, Educational Service, Teachers
1.3 Evaluate and revise the curriculum	1.3a Design & Implement an internship program between high school & K-8 students	1.3b Evaluate the summer arts program	<p>1.3c Review assessment data from the previous year</p> <p>1.3d Revise & implement changes to the assessment system as indicated by assessment data</p> <p>1.3e Revise & implement changes to the instructional delivery system as indicated by assessment data</p> <p>1.3f Continue to implement instruction to support mastery of the prioritized standards</p> <p>1.3g Design & implement an internship/apprentice program with community-based arts institutions</p> <p>1.3h Provide ongoing professional development to support standards-based instruction & assessment, & to support the development of curricular and instructional expertise at all grade levels & in all arts areas</p>	<ul style="list-style-type: none"> ▪ Budget to be determined 	

GOAL 2 Evaluation	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
<p>2.1 Conceptualize the evaluation program</p>	<p>2.1a Determine what a successful arts program would look like, incorporating the definitions and components articulated in the BHUSD Board Policy</p> <p>2.1b Determine how to collect data with regard to the identified indicators of success</p> <p>2.1c Develop rubrics for program evaluation</p> <p>2.1d Create feedback systems to collect necessary data</p> <p>2.1e Local, standards-aligned assessments (refer to 1.1f)</p> <p>2.1f Present to Staff students & community & elicit feedback</p>			<ul style="list-style-type: none"> ▪ Provide time for teachers to design evaluation systems, gather & analyze data, plan changes ▪ Facilitate the collection of data (mailing costs, survey/feedback form production costs, etc.) 	<ul style="list-style-type: none"> ▪ Assistant Superintendent, Educational Services ▪ Principals, Arts Coordinator ▪ Arts Teachers at all grade levels
<p>2.2 Implement the evaluation program</p>		<p>2.2a Collect data reflective of the program's success</p> <p>2.2b Review & analyze data about the success of arts showcases (quality of art being showcased, audience attendance rates; student participation rates; audience, student, & community feedback; awards won; etc.). Showcase programs include events such as the PTA Reflections contest; the LA County Fair; choral, instrumental, drama and dance performances; district showcases; festivals; competitions; etc.</p> <p>2.2c Review & analyze data about students' mastery of standards (assessment results)</p> <p>2.2d Conduct & analyze a program review/needs assessment – collect data from program participants about the strengths & areas of need for the program</p> <p>2.2e Review & analyze any additional data collected</p>		<ul style="list-style-type: none"> ▪ To be determined 	<ul style="list-style-type: none"> ▪ Assistant Superintendent, Educational Services ▪ PTA, VAPA Teachers, Other Liaisons

	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
		2.2f Based on analysis of above data, plan changes & revisions to the arts program & create an action plan with timeline to implement changes			
2.3 Evaluate and revise the evaluation program			2.3a Implement changes planned during the previous year 2.3b Continue the data collection & analysis process 2.3c Continue to implement action plan	<ul style="list-style-type: none"> ▪ To be determined 	

Goal 3	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
Resources & Facilities					
3.1 Budget for equipment and instructional materials	3.1a Needs assessment of facility, inventory, needs: equipment, furniture 3.1b Plan to improve facilities 3.1c Prioritize items 3.1d Develop a plan to improve facilities. Identify existing space that could be restructured to meet the instructional needs of the arts program; ie; multi-purpose rooms & auditoriums 3.1e Assess consumable instructional materials needs			<ul style="list-style-type: none"> ▪ To be determined 	<ul style="list-style-type: none"> ▪ District Staff, Teachers and Architects, Director of Facilities
		3.1f Create double classrooms for dance & theatre , one wall w/mirrors + bar, sprung wood floor, raised stage, storage & A/V capabilities & appropriate lighting 3.1g Provide spaces & facilities for storage 3.1h Develop budget to purchase items needed			<ul style="list-style-type: none"> ▪ To be determined

Goal 4					
Funding & Support	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
4.1 Budget: District and Site Staff	4.1a Identify current budget from all sources			<ul style="list-style-type: none"> None 	<ul style="list-style-type: none"> District & Site Staff, PTA, Teachers who raise money for their programs District and Site Staff, Teachers Committee BHEF, PTA, Board District Staff
	4.1b Identify funds needed to fund our program				
	4.1c Develop a BH Arts campaign (catchy name - Get smart with Art) to fund an arts program, identify & solicit donors & sponsorships, & in-kind contributions.				
	4.1d Work with a grant writer to find & apply for grants				
		4.1e Build the operational fund		<ul style="list-style-type: none"> To be determined 	<ul style="list-style-type: none"> District and Site Staff, Teachers Committee District Staff
		4.1f Work with a grant writer to find & apply for grants			
			4.1g Develop endowment fund	<ul style="list-style-type: none"> To be determined 	<ul style="list-style-type: none"> District and Site Staff, Teachers Committee District Staff
			4.1h Continue to fund raise		
			4.1i Write Grants		
4.2 Create a database of resources	4.2a Create a wish list of specific needs or services that could be funded by individuals				

Goal 5					
Partnerships & Communication	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
5.1 Develop partnerships with arts organizations and arts programs throughout Greater Los Angeles	<p>5.1a Research partnerships that already exist in the District</p> <p>5.1b Conduct a survey of those partnerships that exist with detailed analysis of how often, the specific ageare groups reached, costs, which field of the arts, etc.</p> <p>5.1c Assess the success of these partnerships and determine the value for continuation, enrichment or elimination</p>				<ul style="list-style-type: none"> Arts Coordinator

	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
	<p>5.1d Research arts organizations in Greater Los Angeles for their education and artistic outreach programs</p> <p>5.1e Develop relationships with those organizations selected from the survey</p> <p>5.1f Establish a plan for the development and continuation of partnership programs for all students throughout the school year</p> <p>5.1g Determine funding needs for the next three years</p> <p>5.1h Analyze the above research with regard to costs and develop a three year funding needs plan to incorporate in overall funding plan</p>				<ul style="list-style-type: none"> Arts Coordinator & Representative from Partnership Council
		<p>5.1i Maintain relationships with those partnerships that foster enrichment</p> <p>5.1j Establish a Partnership Council representative, from the nonprofit arts org. who will share their expertise and knowledge of available programs and new ideas for partnerships for the District, its teachers, and students</p> <p>5.1k Reinforce the successful programs & increase the number of programs to reach more students</p> <p>5.1l Partnership Council to assist in funding plan where possible</p> <p>5.1m Design & implement an internship/apprentice program</p>			<ul style="list-style-type: none"> Arts Coordinator
			<p>5.1m Continue relationships with those partnerships that foster enrichment</p> <p>5.1n Develop ongoing dialogue between Partnership Council & the District to further enrich outreach programs activities</p> <p>5.1o Increase outreach programs and the number of students reached</p> <p>5.1p Partnership Council continues to assist in funding plan where possible</p>		
5.2 Communicate	5.2a Share information of what is available for their classes as well as for themselves				

and coordinate with teachers on an ongoing basis	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
		5.2b Arrange meetings with teachers & Partnership Council			
			5.2c Continue sharing information & meetings		
5.3 Forge relationships with local media (Courier, Weekly KBEV, etc) to promote partnerships and District activities	5.3a Set meetings with local media to establish relationships				<ul style="list-style-type: none"> ▪ PR Person with Arts person
	5.3b Identify those programs & activities that would generate press	5.3c Continue to meet & develop press relations			
		5.3d Continue to identify programs that generate press			
5.4 Increase community involvement	5.4a Communicate arts activities & programs with parents and community				
	5.4b Develop programs with community	5.4c Establish ongoing dialogue format with community			
			5.4d Continue to develop programs with community		
			5.4e Continue establishing dialogue format with community		
5.5 Establish relationships with the City Fine Arts Commission and/or any other appropriate arts entity or activity in the City	5.4a Communicate arts activities & programs with parents and community				
	5.4b Develop programs with community	5.4c Establish ongoing dialogue format with community			
	5.5a Set meetings with City officials and City staff to explore possible relationships between City arts functions, services, committees, and activities				
	5.5b Outline a plan for interaction and involvement with the City arts activities and programs	5.5c Establish set meetings to maintain relationships with the City			
		5.5d Implement the plan for interaction & involvement with the City arts & programs			

	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
			<p>5.5e Continue to set meetings to maintain relationships with the City</p> <p>5.5f Continue to Implement the plan for interaction & involvement with the City of BH arts activities and programs</p>		

GOAL 6					
Program Administration	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
6.1 Recruit and maintain highly qualified personnel to implement arts education	<p>6.1a Establish job description for an Arts Coordinator (ideally two: Performing Arts and Visual Arts)</p> <p>6.1b Determine staffing needs per school: a qualified specialist in each of the arts disciplines (ideally, full time dance, theatre, music, and art teacher per school)</p> <p>6.1c Hire an Arts Coordinator (Visual and Performing Arts)</p>			<ul style="list-style-type: none"> ▪ 75K ▪ 250K - 350K 	<ul style="list-style-type: none"> ▪ Assistant Superintendent, Educational Services & Human Resources ▪ Assistant Superintendent, Educational Services & Human Resources, Arts Coordinator, Principals
		6.1d Begin hiring of qualified specialists for 2007 school year			<ul style="list-style-type: none"> ▪ Assistant Superintendent, Educational Services & Human Resources
			6.1e Maintain Arts Coordinator	6.1f Hired specialists begin in September and are maintained	
6.2 Provide in-service training for all four arts disciplines	<p>6.2a Train current classroom teachers to include arts throughout the standards-based curriculum</p> <p>6.2b Provide opportunities during school hours for current arts specialists to collaborate</p>			<ul style="list-style-type: none"> ▪ 20K-40K ▪ 10K 	<ul style="list-style-type: none"> ▪ Assistant Superintendent of Ed Services, Arts Coordinator, Specialists ▪ Arts Coordinator, Principals

	2005-06	2006-07	2007-08	Preliminary Budget Implications	People Responsible
		<p>6.2c Continue to assess staff development needs & provide staff development (utilize Arts Coordinator)</p> <p>6.2d Research & build a master schedule that provides collaboration time built in for all arts teachers</p>			
			<p>6.2e Continue to assess staff development needs & provide staff development (utilize specialists)</p> <p>6.2f Implement new master schedule</p>		
6.3 Explore the best way to deliver arts instruction for all students	6.3a Research various schools' current arts programs to see how all the disciplines have been incorporated into master schedule (i.e. Fall/Spring courses; wheels; block scheduling for (6-8))			<ul style="list-style-type: none"> ▪ 0 (release time for those involved from current commitments) 	<ul style="list-style-type: none"> ▪ Assistant Superintendent, Educational Services, Arts Coordinator, Principals, Assistant Principal
		6.3b Build a master schedule that incorporates all K-12 students receiving instruction in all the arts disciplines			<ul style="list-style-type: none"> ▪ Assistant Superintendent, Educational Services, Principals
			6.3c Master schedule is implemented and students are receiving instruction in all arts disciplines		
6.4 Program evaluation			6.4 Conduct a complete evaluation of the VAPA program & the implementation of the three-year strategic plan		<ul style="list-style-type: none"> ▪ Arts Coordinator