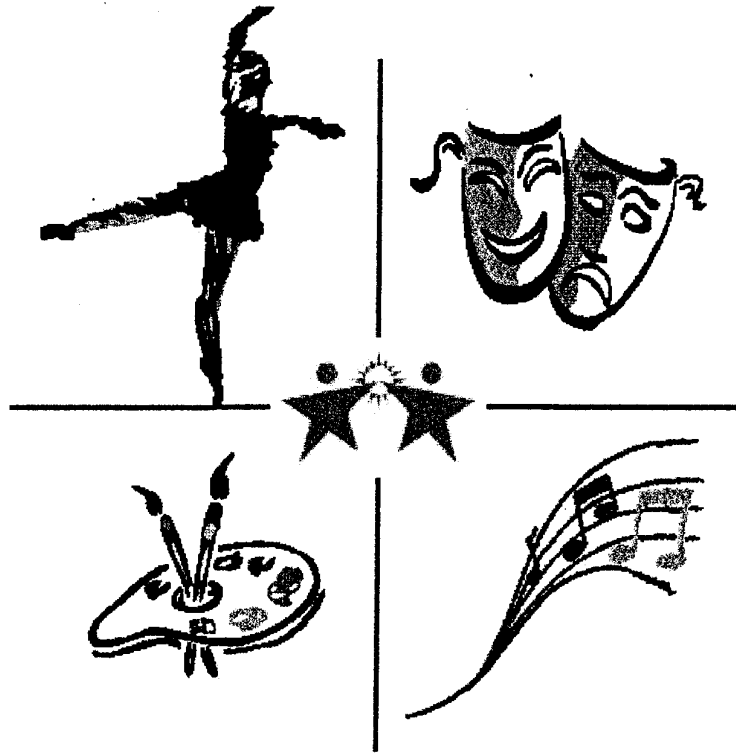


CULVER CITY UNIFIED SCHOOL DISTRICT
K-12
STANDARDS-BASED

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
Jessica Beagles-Roos, Ph.D., Vice President
Steward Bubar, M.S. Member
Saundra Davis, M.A., Member
Marla Wolkowitz, Member

Superintendent

Laura McGaughey, Ed.D

District Community Arts Team

Under the leadership of Vanguard Coach
Susan Cambigue-Tracy
Director of Curriculum and Teaching Artist Training
Music Center Education Division, Los Angeles County Performing Arts Center

Leslie Adler
Parent, Farragut Elementary School

Jessica Beagles-Roos
Member, CCUSD School Board

Darlene Bilkiss
Member, Culver City Education Foundation

Inez Bush, Co-chair
Parent, Farragut Elementary School
CEO/Creative Director, Gramercy Partners, Inc.

Minerva Cano
Case Manager, La Ballona Family Center
Parent, La Ballona Elementary School

Judith Davies
Artist

Saundra Davis
Member, CCUSD School Board

Diane Fiello, Co-Chair
Assistant Superintendent, Educational Services

Janet Gegan
Parent, El Marino Language School
Member, Culver City Education Foundation

Jim Knight
Teacher, Culver City High School Academy of Visual and Performing Arts

Jerry Kosch
Assistant Principal, Culver City Middle School

Estrellita Mendez
Parent, Linwood E. Howe Elementary School
Artist

Alicia Millikan
Arts Commissioner, City of Culver City

Joe Nazzaretta
Teacher, Culver City Middle School

Janice Pober
Vice President, Corporate Affairs, Sony Pictures Entertainment

Nicholas Reynoza
Parent, La Ballona Elementary School
Artist

Michelle Royston
Parent, El Rincon Elementary School

Roberta Sergant
Teacher, El Marino Language School

Tony Spano
Teacher, Culver City High School

Iman Sylvain
Student, Culver City High School

Beth Zerelli
Teacher, Farragut Elementary School

The District Community Arts Team would like to thank the following individuals and agencies for their contributions toward this project:

Susan Cambigue-Tracy for her leadership skills, knowledge, patience and time; Inez Bush for her vision, energy, and facilitation skills to keep us all on task and for continually reminding us to "trust the process;" the Music Center Education Division, L.A. County Performing Arts Center for their generous donation of Susan's time and for the comprehensive assessment of the current reality at the five elementary schools; for Dr. Thomas Dase, former Assistant Superintendent, Educational Services, for providing the vision and the leadership to initiate this project; Carol Hoebink for her many skills and last-minute actions to provide administrative assistance, always with a smile; and to Kelly Karnes, Principal, and the staff of Farragut Elementary School for setting an example and providing models for many steps of this project.

The team would also like to thank the following businesses and PTAs for their contributions to provide dinners for our evening meetings:

Daphne's Greek Café
Café Belleza
Sorrento Italian Market
La Ballona's
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 omitted 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 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, 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, theater, 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)

Policy
adopted: April 20, 2004

CULVER CITY UNIFIED SCHOOL DISTRICT
Culver City, California

Appendix B

Sample Proposed Budget
(from Farragut Elementary School)

Expenses	Year 1 budgeted	Year 1 actual	Year 2	Year 3	Year 4
Certificated Personnel					
2 co-coordinators	6000	6000	6000	6000	6000
Visual Arts Chair	3000		3000	3000	300
Music Chair			3000	3000	3000
Dance Chair				3000	3000
Theater Chair					3000
Classified Personnel	6000		6000	6000	0
Schoolwide Productions					
Art Production Stipend	2500	2500	2500	2500	2500
Music Production Stipend			2500	2500	2500
Dance Production Stipend				2500	2500
Theater Production Stipend					2500
Visual Art Instruction					
Supplies and Materials	40000	4500	20000	20000	20000
Artists in Residence Program			10000	10000	10000
Equipment	6000		6000	6000	6000
Production Expenses	5000	2000	5000	5000	5000
Music Instruction					
Supplies and Materials			10000	10000	10000
Artists in Residence Program			15000	15000	15000
Equipment			15000	15000	15000
Production Expenses			5000	5000	5000
Dance Instruction					
Supplies and Materials				10000	10000
Artists in Residence Program				15000	15000
Equipment				15000	15000

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"> Elementary Middle School High School <p>1 Curriculum: Establish K-12 standards based curriculum * including student assessment in all four arts disciplines</p> <p><i>*California Visual & 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 & 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"> Research other curriculums Write or adopt an existing scope and sequence <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"> Research other curriculums Write or adopt an existing scope and sequence <p>Present scope and sequence to Board for review and action</p> <p>(note: 06-07: Theater 07-08: Dance)</p>	<p>\$10,000 for Elementary Schools* *donated by M/CED \$3000 for Secondary Schools</p> <p>\$14,000 Per Year (includes 7 meetings, \$6000 Elementary \$8000 Secondary)</p> <p>State grant funds for student assessment</p>	<p>District Community Arts Team & Principals</p> <p>Arts Coordinator, Principals & Arts Curriculum Committee</p>
<p>2 Instruction: Provide and improve the quality of instruction in all four arts disciplines</p> <p>(note: see Professional Development)</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 & 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 & District Technology Coordinator</p>
<p>4 Professional Development:</p>	<p>Appoint Arts Committee rep. for Teacher Professional Development Steering</p>	<p>Contact The California Arts Project regarding professional development in the arts, literacy</p>	<p>Ongoing</p>	<p>Based on services</p>	<p>Asst. Superintendent</p>

Provide in-service training for all four arts disciplines	Committee	and standards-based arts instruction Provide ongoing professional development in the following areas: <ul style="list-style-type: none"> • arts curricula training • methods for integrating and correlating arts to other subjects • career units • new technology (i.e. computer graphics, video animation, software programs for music) 	Ongoing	None	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	Continue	TBD	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"> • develop identification criteria • research, identify and recommend programs/opportunities 	Identify artistically talented students and implement program		

Goals for Personnel	03-04	Implementation Task	04-05	05-06	Preliminary Budget Implications	Person Responsible
1 Recruit and maintain highly qualified personnel to implement arts education	<ul style="list-style-type: none"> • Establish job description for Arts Coordinator within district guidelines (classification, salary, etc.) 	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	

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

		<p>Determine priorities for funding: match with appropriate funding sources</p> <p>Initiate an arts funding group</p> <ul style="list-style-type: none"> • Hold fund raising arts events such as auctions, performances, art exhibits, etc. <p>Investigate financial repercussions of hiring a Grant Writer i.e. % vs. flat vs. per proposal</p>		None	Arts Coordinator (identify community volunteer w/ computer expertise)
2	Expand the pool of community resources	<p>Create database of all community resources including people, organizations, locations & 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>	Continue	None	Arts Coordinator
3	Provide adequate materials and equipment for arts classes to implement the established K-12 curriculum	<p>Repair, replace or acquire:</p> <ul style="list-style-type: none"> • media equipment for every school (CD player, Internet, DVD, software, etc.) • necessary art supplies, instruments, etc. • necessary prints, tapes, CDs, books, etc. <p>(note: refer to existing Technology plan for ongoing upgrading systems, etc)</p> <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>	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>Continue to explore possible spaces</p> <p>Identify public and private sources for funding</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"> • Site management and maintenance • Transportation • Events coordinator 	Superintendent and School Board

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



Predictions of the death of Mayor James Hahn's LAX master plan were premature, but the patient is still in intensive care after serious surgery.

Two L.A. city commissions on Monday approved a scaled-back version of the mayor's ambitious

By GLENN ESTERLY

Commissions Approve LAX Compromise

Culver City's Favorite Community Newspaper

Thursday, June 17, 2004 Vol. 94, No. 24

Culver City NEWS

94
Celebrating
YEARS
Since 1910

Inside year
Culver City News

Ghost Town?
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Westside Music
page 9

City Council
page 14

Dogs Wanted
back page

Arts Plan Gets OK

City Schools In Vanguard Group

By MARY TEMPLETON



After much discussion, the Culver City School Board approved a kindergarten through 12th grade (K-12) Arts Education Plan at its

This work by a second-grader was one result of the Farragut Elementary School's emphasis on visual arts. The K-12 standards-based arts education plan is designed "to make arts education accessible to students in all schools, in all grades, from all populations."

Board Meeting Tuesday night by a vote of 4 to 1.

Dissenting Board Member Maria Wolkowitz thought that there were a lot of unanswered questions in the plan and the way it was presented.

Wolkowitz said, "I am not opposed to art in the school district or expanding it. I just don't like the pieces of paper and how they were put together. And had it been...brought back with more explanation see **SCHOOLS** page 15

The Missionary Of Ethics

It's Not Easy, Says Michael Josephson, to Help People Try to Do the Right Thing

schools &

EDUCATION

SCHOOLS:

from page 1

tion, I probably would have voted (for it)."

The vote was the culmination of a year-long process that is designed to make standards-based arts education available to all students in the Culver City Unified School District and, eventually, in all public schools in Los Angeles County.

Vanguard Districts Named

The Culver City School District was one of five districts out of the 82 in Los Angeles County selected in the fall of 2003 as a Vanguard District by the County. Each of the five County Supervisors chose one school district for this pilot program. Along with Culver City, the other Vanguard Districts are Santa Monica-Malibu, Norwalk-La Mirada, Pasadena and Rosemead.

The Vanguard Districts formed District Community Arts Teams (DCAT) that are responsible for developing a school board policy statement regarding arts education and a K-12 standards-based arts education plan, including budget implications.

Team Assigned Coach

Each District was assigned a "Vanguard coach." Culver City's coach is Susan Cambigue-Tracy, director of Curriculum and Teaching Artist Training, Music Center Education Division. Los Angeles

Community Support

The committee met several times over the past year. Its first job was to assess the current arts program in the district.

Cambigue-Tracy arranged for the Music Center to donate services worth \$10,000 to do an in depth assessment of each elementary school.

In addition, because the committee met in the late afternoon and evening, local restaurants donated dinners for each meeting.

Board Adopts Policy

After assessing the existing arts programs, the committee drafted a Board Policy on Visual and Performing Arts Education [BP 6142.6(a)]. The School Board adopted this policy on April 20. The policy reads, in part, "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."

Committee Develops Plan

The committee then developed its arts education plan. The plan was presented as an Information Item to the School Board at its meeting on June 1. Part of the presentation was a short videotape titled "Thoughts on the Arts and Education" with interviews with parents, teachers and students. In describing what art means to him, one student summed it up by saying, "It's your imagination. Everyone has one. You just need to find it."

The plan for implementing arts education was then put in front of the Board Tuesday for a vote. Board Members Sandra Davis

CONGR



Fifth graders (left to right) and Kamaal Hunt took a Spanish Language class through from their teacher.

and Stewart Bubar immediately said they were in favor of passing the bill, but Wolkowitz started asking some hard questions. Implementation unclear

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Team Assigned Coach

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The co-chairs of the Culver City committee are Diane Fiello, assistant superintendent, Educational Services, and Inez Bush, parent of a student at Farragut Elementary School and CEO/Creative Director of Gramercy Partners, Inc. The team was comprised of 21 educators, parents, local artists, and community stakeholders.

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Schools &

Culver City News

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JUNE 17, 2004
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SCHOOLS: from page 1

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The plan for implementing arts education was then put in front of the Board Tuesday for a vote. Board Members Sandra Davis

CONGRATULATIONS!



Fifth graders (left to right) Tracy Yamashita, Kevin Mitchell and Kanaaki Frank took part Tuesday in graduation ceremonies at El Matoso Language School. Of the 90 students graduating, more than 60 went off the way through from kindergarten, advancing in Japanese and Spanish.

Photo: Glenn Eberly

and Stewart Bubar immediately said they were in favor of passing the plan, but Wolkowitz started asking some hard questions. An integral part of the Arts Plan is a section on budget implications. These include an estimated \$65,000 for visual arts textbooks and approximately see SCHOOLS page 19

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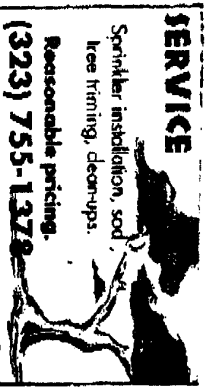
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SCHOOLS:

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ly \$75,000 a year for an "Arts Coordinator," which could possibly be funded from Title 5 funds. Mrs. Wolkowitz made the point that the Board shouldn't pass a plan without knowing how it will be funded.

After considerable discussion of possible actions, such as approving the plan for a limited time period or sending it back to committee for clarification, Assistant Superintendent for Human Resources Cecelia Hale gave the opinion that helped the Board

LAX:

from page 3

dated rental car facility, an intermodal transportation center linking buses and the Green Line with a people mover, and modernization of the Tom Bradley International Terminal including gates to handle new A380 airbuses.

Her plan is in a "specific plan" document that she says grants against the possibility that future Councils would be able to readily instigate the remote check-in facility and tearing down of three terminals.

Councilman Bernard Parks

WALL SERVICES

make his decision. Drawing on her experience as an elementary school principal, Dr. Hale said, "As I see this plan, I think when you look at it, it tells you exactly what's going to happen next year. And I don't think it is the job of this particular plan to define specifically how each of these things are going to be done." She went on to say that any budget implications would come to the Board for a vote before being implemented.

Board Approves Plan

The Board then voted 4-1 in favor of the plan. Arts Committee Co-Chair Inez

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Bush said, "The opportunity now is to shift it from it being our plan as an arts committee, to the plan of the Board, the District, celebrating that they've made this declaration that they're committed to it."

"Our job now is to empower them and the plan to become something real, keeping in mind that it really is like a blueprint. Before you build a house you have a blueprint, and then you build a foundation, and then you start making decisions about how the house is built. So this is really the essence, the start."

WALL SERVICES

former police chief and a likely candidate against Hahn's reelection next year, offered his own airport proposal Monday that is much along the lines of Meszkowski's. However, Parks' plan would require the city to begin the planning process over, which could add years to the project. Meszkowski made a point of saying her compromise would keep the process on track for possible approval this year.

Next stop for the consensus proposal is at the County Airport Land Use Commission, which has 60 days to review it and pass it on to the City Council and FAA.

School Board Approves Arts Plan

Education Foundation donates \$10K to local program

By Hans Feuerstinger
Schools Editor

When members of the District Community Arts Team presented the K-12 Arts Education Plan two weeks ago, two things were clear: the Board had not seen a copy of the plan and the

District would be required to hire a one-year, on-assignment "Arts Coordinator."

When the Board was presented with the actual plan at Tuesday's Culver City Unified School Board meeting, they seemed overwhelmed. Once implemented, the Arts Education Plan will introduce an across-the-board, integrat-

ed Arts curriculum for all Culver City students.

Board Member Maria Wolkowitz was the first to express concern over the plan.

"We immediately come upon money issues," Wolkowitz said. "I'm worried about adopting it as it's written. I'm concerned about some of the ... very high dollar amounts. I think it's premature to call this a plan... There will be finger-wagging, people saying, 'This was approved!'"

"Why do we have to approve to build an 'Arts Complex?'" Board President Dana Russell asked. "I want to go forward with this. [But] it seems too broad for me," he said. "I'd like an explanation of how you're going to implement this."

"This is an evolving plan," Board Member Saundra Davis defended. "It wasn't for the District to just suddenly come up with this money."

"This seems like a shotgun approach," Russell countered. "It seems to me there is no curriculum at this point... I agree we need an overall plan, but it puts me and my fellow Board Members in an awkward position."

The discussion turned into a roundtable part session between Board Members who actually sat on the planning committee and Board Members who found approving the plan a scary proposition. When the conversation was at its lowest point, Dr. Cecilia Hale chimed in with her support of the plan.

"I look at this plan and know exactly what they want to do," Dr. Hale said. "Budget implications are not being

Federation of Teachers, David Mielke explained why classified employees recently turned down a health-benefit offer made by the District.

"We wait from Fall to June and finally some money is on the table ... and we thank you for that. [But] I'll tell you why we turned it down: Because it's a one-time offer."

The Board unanimously approved a waiver to the Office of Child Development allowing them to, "not supply wipes and diapers for subsidized families." The outback was made, according to the waiver wording, "a result of economic hardship."

The Board also unanimously approved Resolution #39-Temporary Borrowing Between Funds. This resolution, "authorizes the Superintendent or Chief Business Official to make temporary cash loans between district funds whenever such transfers are needed to cover cash flow problems." Theoretically, this will ensure that there is sufficient cash to cover employees, contractors, vendors and other workers.

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Lie #1: If you need a nursing home, Medi-Cal will take your house.
Truth: They won't, they can't, and they don't want to.

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Truth: You don't have to give up control of your assets to protect them.

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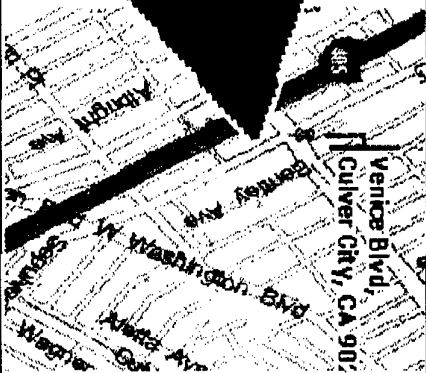
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