

# Culver City Unified School District

## Strategic Arts Plan

### 2018-2023

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The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and Culver City Unified School District. In 2017-2018 the District worked with Arts Ed Collective Coach, Sandy Seufert.

#### **Los Angeles County Arts Commission – Arts Education Collective**

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County's 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. [LACountyArtsEdCollective.org](http://LACountyArtsEdCollective.org)

## The District History of Arts Education and Project Background

In 2003, Culver City Unified School District was chosen by Arts for All as one of the five Vanguard Districts in the County, tasked with creating an Arts Policy and a K-12 Strategic Arts Plan. That initial Art Plan was created in 2004 with a District/Community Arts Team comprised with 21 stakeholders. In 2009 and again in 2011, this Arts Plan was revised and updated. In 2017, the District again took on the goal to update the Arts Plan, now under the auspices of the Arts Ed Collective. In a series of five meetings from December 2017 to March 2018, 35 District and Community stakeholders reviewed the past Arts Plans and set a new Vision, Strategic Directions, and a five-year Implementation Plan.

Culver City Unified School District has a history robust arts programs during the school day and afterschool at both the middle and high school, highlighted by the renowned Academy of Visual and Performing Arts Program (AVPA). At the elementary level, 100% of schools offer music and visual arts instruction and 67% offer dance and 100% offer theater instruction. CCUSD has a significant support for the arts with multiple Community Arts Partners, an Education Foundation, and other significant local government support. CCUSD is seen by parents and the community as a destination for arts education.

## Culver City Unified School District Vision and Core Beliefs

### 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.

### DISTRICT'S CORE BELIEFS

- Each person deserves to be safe
- Everyone deserves to be treated with respect
- Honoring diversity makes us stronger
- 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
- 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
- Everyone has the right to preserve his/her dignity
- Each person has the capacity for goodness

**Executive Summary**

**Practical Vision Goals:** The District/Community Arts Team, a collection of District personnel and Community Stakeholders, met and answered the question, “If all things were possible, what would we want to see in five years as the result of our plan in arts education?” The following Goals were created from a brainstorming session based on their vision for CCUSD. (December 6, 2017) The full Practical Vision document can be found in the Appendix.

Highly Qualified, Credentialed Full-time Arts Instructors	Tangible Expression of Creative Campus Culture	Intentional, System-wide Articulation of Arts Education	District-Supported, Equity-Focused Arts Ed for All	Engaged, District-Supported Advocacy	Integrated and Dedicated Arts Instruction	Sustainable, Diversified Funding Streams
Authentic and Transformative Inter-Cultural Arts Education	Dedicated and Fully-Supported State of the Art Facilities District-Wide	Leveraged and Supportive Community Partnerships	Creative Career Pathways	Continuous Community and Family Collaborations	Continuous Evolution Based on Collective Evaluation	

**Current Reality**

*On January 10, 2018 The District/Community Arts Team of Culver City Unified School District identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for the District.*

Asterisks indicate key actions and priorities identified by the CAT Team  
 (\* = 1-2 votes, \*\* = 3-4 votes, \*\*\* = 5 or more votes)

<b>Strengths</b> <i>Momentum Towards Vision</i>	<b>Challenges</b> <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> <li>• Abundant partnerships ***</li> <li>• Increasing parent passion/advocacy</li> <li>• Consistent funding</li> <li>• Improved District/Community facilities</li> <li>• Stable district leadership **</li> <li>• Committed stakeholders *</li> <li>• Existing programs *</li> <li>• 21<sup>st</sup> Century needs are driving programs</li> <li>• Arts are culturally demanded</li> <li>• Strong commitment to equity ***</li> </ul>	<ul style="list-style-type: none"> <li>• Unbalanced graduation requirements</li> <li>• Competing goals/priorities from stakeholders’ expectations ***</li> <li>• Pervasive sense of scarcity, historically</li> <li>• Unbalanced programs at elementary level ***</li> <li>• Neglected arts standards – incohesive accountability **</li> <li>• Inequitable priorities in art forms **</li> <li>• Unbalanced early exposure to art forms *</li> <li>• Insufficient access to arts instruction during the school day ***</li> <li>• Insufficient coordination between the grade levels ***</li> <li>• Uncoordinated teacher professional development ***</li> </ul>

### Current Reality from Data Review

The district participated in The Arts Education Profile to assess the current status (2014-2015) of arts programming across the district. In addition, the group reviewed CCUSD Internal Arts Education Data, the online LA County Arts Ed Profile Tool, and the CREATE CA online Arts Education Data Project. The CAT team worked in specialized groups to review this data with a focus on capturing additional strengths challenges, and opportunities. The findings from the data review are summarized below:

Data Source	Strengths	Challenges	Opportunities
Arts Ed Profile/CCUSD Matrix and Theatre Data – <b>Dance and Theatre</b>	<ul style="list-style-type: none"> <li>• Dance potential at La Ballona (International Dance); Linwood Howe (Star?); El Marino (Japanese Dance)</li> <li>• Programs exist and are culturally responsive</li> <li>• We have partners how have extensive dance experience</li> <li>• Theatre has strong partnerships and plenty of exposure, but stops at 7<sup>th</sup> and 8<sup>th</sup> grades</li> <li>• Teacher professional development occurs at the Wallis and Music Center</li> <li>• Afterschool opportunities exist</li> </ul>	<ul style="list-style-type: none"> <li>• Not all schools offer dance during the day</li> <li>• We don't have dance teachers **</li> <li>• Dance – unique need for space</li> <li>• Theatre – personnel: right now, one person is doing 2-3 jobs – performance, technical, production</li> <li>• AVPA not integrated into the school day</li> <li>• Not sure of the accuracy of this data</li> </ul>	<ul style="list-style-type: none"> <li>• Grow partnership with Wallis and Music Center</li> <li>• LAUSD – Dance Integration Document that connects standards across grade levels</li> <li>• Use resources/space more efficiently based on needs of discipline *</li> <li>• Personnel to manage use of arts spaces</li> <li>• Master calendar and person to oversee it and promote the space</li> <li>• Offering school day classes with performance culminations</li> </ul>
Arts Ed Profile/CCUSD Matrix – <b>Media Arts and Visual Arts</b>	<ul style="list-style-type: none"> <li>• 100% all elementary schools have visual arts</li> <li>• Visual arts are offered at all grades in high school</li> <li>• According to data, HS student numbers increase freshman through senior years</li> </ul>	<ul style="list-style-type: none"> <li>• No El Rincon data represented</li> <li>• No Culver Park art experience noted</li> <li>• Because of language and physical education requirements, there is less access/time available to freshmen/sophomores for arts classes</li> <li>• Media Arts – no photography, no film at middle school or elementary schools ***</li> <li>• 3 of elementary schools have parent-funded extra art lessons (2 have art rooms) *</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities for funding and internships with HBO moving into Culver City and Amazon/YouTube to Jefferson/Playa del Rey **</li> <li>• Arts District</li> <li>• Visiting art galleries – all ages</li> <li>• Professional development for teachers in Media/Visual Arts</li> <li>• Parents in district with Media/Visual Arts skills – career day/workshops</li> <li>• Grow Visual Arts in Spanish</li> </ul>
Arts Ed Profile/CCUSD Matrix and Music Data - <b>Music</b>	<ul style="list-style-type: none"> <li>• Increase to 4.6 FTE Credentialed in Music</li> <li>• There is general music, vocal music, and instrumental music at all elementary sites</li> <li>• Comprehensive program at Culver City Middle School</li> <li>• Articulation from Culver City Middle School to Culver City High School for instrumental music is working</li> <li>• Positive and generous support from community and district</li> </ul>	<ul style="list-style-type: none"> <li>• Elementary – Instrumental – insufficient time (4<sup>th</sup> and 5<sup>th</sup> grades). Currently 30 minutes/week (Goal: 90 minutes/week). Add FTE?</li> <li>• Space/facilities – undedicated spaces and loss of priority for room</li> <li>• Elective and graduation requirements at Culver City</li> </ul>	<ul style="list-style-type: none"> <li>• New partnerships for resources and support</li> <li>• Additional resource provided by site/district</li> <li>• Unknown local resources – teaching, learning, donations, equipment/supplies</li> </ul>

		<p>High School</p> <ul style="list-style-type: none"> <li>• Uncoordinated efforts between music elements in Elementary</li> <li>• Financial commitments (personal from families) may exclude some students</li> </ul>	
<p>Arts Ed Profile – <b>Community and Financial Support</b></p>	<ul style="list-style-type: none"> <li>• Principals or their designees believe that funding for the arts is sufficient</li> <li>• There is a diversified funding stream and diversified interest in continued united funding</li> <li>• Funding has been consistent enough that this data was measurable over a period of time – funders stay the course</li> <li>• The district is committed and their investment is measurable (rated 6 – top of elementary school funding sources)</li> <li>• Clear strength of public/private partnership – clear connection between city and district</li> <li>• There is support for all of the disciplines – covers a broad spectrum</li> <li>• For our size, we do have a strong non-profit sector</li> <li>• Parents are advocating, volunteering, and funding arts ed efforts</li> </ul>	<ul style="list-style-type: none"> <li>• Principals/designees believe funding for the arts is sufficient</li> <li>• Limitations of specificity of data collection (we are seeing subtleties that are not apparent)</li> <li>• Not consistent support through the grades. What are we going for? Equity in all grades? Equity in all disciplines?</li> <li>• We are not fully utilizing community resources to support district programming (501-c-3 partnerships)</li> <li>• Many demands on local funders – huge competition for these dollars</li> <li>• Incohesive overall strategy for soliciting new partners – not a consistent from Superintendent to Superintendent, City Council to City Council **</li> </ul>	<ul style="list-style-type: none"> <li>• Policy change – 1% public art commitment ***</li> <li>• Articulate a communication strategy *</li> <li>• Growth of tech sector – outreach to Silicon Beach must be strengthened and optimized</li> <li>• Build connections between school district and creative economy sector **</li> <li>• Look into discretionary actions the city could consider in terms of major developments in the city – What is community benefit? **</li> <li>• Need school advocates as part of our general plan update</li> <li>• New opportunity to strengthen Culver City Chamber Education Committee under their new leadership</li> </ul>
<p>Arts Ed Profile – <b>Successes and Challenges/Findings and Considerations</b></p>	<ul style="list-style-type: none"> <li>• Varied disciplines exist at elementary level</li> <li>• Some teachers @ Elementary are musicians</li> <li>• Performances</li> <li>• Some student-led arts occur at Elementary level</li> <li>• Online and after-school opportunities exist at Secondary level</li> <li>• Student interests are honored and there are recognitions at Secondary level</li> <li>• Some professional development exists with institutions and field trips at the Secondary level</li> </ul>	<ul style="list-style-type: none"> <li>• Bilingual *</li> <li>• Recruiting diverse teaching staff **</li> <li>• Culturally responsive Art *</li> <li>• Voices in the room *</li> <li>• Funding</li> <li>• Outreach to online students and general access</li> <li>• Secondary graduation requirements</li> <li>• After-school advanced art limits access</li> <li>• Space</li> </ul>	<ul style="list-style-type: none"> <li>• How can we agree on what all students need? What data supports that? 18 vs 5 ***</li> <li>• Arts teachers as FTE could allow for co-teaching or co-planning with collaboration time as professional development ***</li> <li>• Arts integration in middle school – professional development (maybe matrix does not reflect entirely)</li> </ul>
<p>Arts Education Data Project – <b>Online Data on Secondary</b></p>	<ul style="list-style-type: none"> <li>• CCUSD slightly higher than the State in visual arts – 15% versus 13%</li> <li>• Slightly higher overall in theatre – 41% versus 31%</li> </ul>	<ul style="list-style-type: none"> <li>• 34% enrollment 6-12 versus the LA County average of 38%. CCUSD is below the</li> </ul>	<ul style="list-style-type: none"> <li>• How you use your PE Teachers (Dance PE)</li> <li>• Any hiring – if they naturally have an arts background they will naturally integrate</li> </ul>

<p><b>Schools, Statewide (2014-2015)</b></p>	<ul style="list-style-type: none"> <li>• Small percentage than the State in no arts enrollment, less than 1% (LA County and CA is 3-4% no arts enrollment)</li> </ul>	<p>State at 38% as well.</p> <ul style="list-style-type: none"> <li>• Dance within the school day less than 1%</li> </ul> <table border="0"> <tr> <td>% Art Enrollment</td> <td>MS</td> <td>HS</td> </tr> <tr> <td>Overall</td> <td></td> <td></td> </tr> <tr> <td>CCUSD</td> <td>27%</td> <td>40%</td> </tr> <tr> <td>34%</td> <td></td> <td></td> </tr> <tr> <td>LA County</td> <td>35%</td> <td>42-43%</td> </tr> <tr> <td>38%</td> <td></td> <td></td> </tr> <tr> <td>CA</td> <td>35%</td> <td>42-43%</td> </tr> <tr> <td>38%</td> <td></td> <td></td> </tr> </table>	% Art Enrollment	MS	HS	Overall			CCUSD	27%	40%	34%			LA County	35%	42-43%	38%			CA	35%	42-43%	38%			<p>better *</p> <ul style="list-style-type: none"> <li>• Reaching out to/visiting neighboring districts to see how they fund program, establish community partnerships, etc.</li> </ul>
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<p>LA County Arts Ed Profile Tool – <b>Online Data from LA County Schools, 2015</b></p>	<ul style="list-style-type: none"> <li>• Compared with LA County, CCUSD has higher participation/offerings across all areas – 100% music, theatre, visual arts</li> <li>• Compared with SMMUSD, BHUSD, and MBUSD, CCUSD has a higher participation in elementary, secondary</li> <li>• We excel with Community Arts Partners (26) *</li> </ul>	<ul style="list-style-type: none"> <li>• Compared with SMMUSD: more FTE's; BHUSD: more participation</li> <li>• Tool needs to be updated (88% participation of CCUSD schools in survey)</li> <li>• Comparing elementary schools, we see they all have base programs but know that the funding source and amount of instruction varies by site (we need EI Rincon data!)</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to engage community arts partners in Music, Dance, and Visual Art – similar to Front &amp; Center) *</li> </ul>																								

On 1-25-18, Heather Moses sent an email to the extended group of stakeholders, not a part of the District/Community Arts Team, to share the District Vision for Arts Education, the Current Reality, and the Draft of the Strategic Directions. These stakeholders were asked if they wanted to share any feedback or suggestions. Below is a summary of this anonymous (when possible) and randomly placed stakeholder feedback that falls under the categories of Strengths, Challenges, and Opportunities/Suggestions.

Strengths	Challenges	Opportunities/Suggestions
<p>CCUSD Arts for All Mission Statement from the Revised Arts Plan 2011 is strong and these goals should be moved forward and ramped up</p>	<p>Teachers that teach Visual Arts are a variety of credentialed teachers and teaching artists, among others – all teachers, from no matter where, should be credentialed with an MFA in that specialty</p> <p>There might be too much emphasis on technological tools in MS and HS and not “real” arts experiences with artistic tools</p> <p>Arts integration sometimes is seen as an add on for classroom teachers</p> <p>The use of the Cultural Trust Fund monies (1%) have strict guidelines for use and the application of these funds for the district should be done with legal advisement</p> <p>The 1% funding should not be used for school arts funding as it takes away funds from other priorities and CCUSD does not have the infrastructure to manage the accountability of those monies.</p> <p>The string program at the MS and HS need more support from a professional string player as their teacher</p> <p>The Community Arts Team does not have enough professional musicians and music education specialists to lend their voice to the planning process</p> <p>The VAPA Standards are not followed explicitly in current programs</p> <p>There are no actions that include outreach to universities, such as Loyola Marymount University, which has a connection with the CCUSD Math Program and has a stellar visual arts education program, which could be tapped</p> <p>Hiring practices for VAPA teachers needs improvement and better follow-up to bring in the best talent and to be more open, transparent and inclusive</p> <p>Articulation between CCMS and CCHS is working for band, but not for orchestra – a string teacher is needed at CCMS</p> <p>Pull-out programs for music do not work</p> <p>The inclusion of adding the student voice to curriculum development can be problematic but their voices should be heard in the area of course offerings</p>	<p>Story Pirates is open to expand their services from just 4<sup>th</sup> grade to include 2<sup>nd</sup> grade as well</p> <p>Create a very specific curriculum for each art form that addresses each level and program students appropriately to build those skills successively</p> <p>Encourage mentorships and field trips with professional organizations and companies, including the support of mentorships with professional artists</p> <p>Establish a roving on-campus arts counselor to guide students with their questions and arts pathway</p> <p>Have a CCUSD person take the lead in each art form to connect to professional relationships to bring programs and resources to the district with an emphasis on careers in the arts</p> <p>Make a connection to Loyola Marymount University for a potential partnership. They current have a Department of Education Grant to work with Los Angeles Unified School District schools. CCUSD could apply for a similar grant from the DOE. (PDAE – Professional Development for Arts Education). Other local universities should also be explored for resources and potential partnerships.</p> <p>Invite Community Arts Team members and district administration to visit other schools with exceptional arts programs or festivals to make a more informed comparison</p> <p>When aligning with the Chamber and City, be aware that the relationship needs to be mutually beneficial and not “one way”</p>

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Culver City Unified School District District/Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The District/Community Arts Team moved forward actions from the previous arts plan, created in 2004 and updated in 2011, and developed the following strategic directions, goal areas, and actions to support implementation based on the Current Reality of the District. (The full Strategic Directions document can be found in the Appendix)

### 1. Expand Equity and Access to Arts Learning

**Goal 1:** Expand Staffing for Arts Instruction and Coordination

**Goal 2:** Provide Functional and Dedicated Spaces for the Arts

**Goal 3:** Support Schedules that Create Maximum Equity and Access to Arts Learning

**Goal 4:** Deepen and Expand Community Partnerships

### 2. Implement and Sustain Quality Arts Learning

**Goal 1:** Nurture a Culture of Collaboration and Innovation

**Goal 2:** Adopt and Implement Comprehensive and Culturally Relevant Arts Curriculum

**Goal 3:** Support Program Implementation through Assessment and Evaluation

**Goal 4:** Develop Teacher Capacity for Innovative Arts Integration

### 3. Communicate and Advocate for Sustainable Arts for All

**Goal 1:** Expand Diverse Funding Streams with Equitable Distributions

**Goal 2:** Celebrate and Showcase the Arts through Strategic Advocacy and Communication



Strategic Direction #1: Expand Equity and Access to Arts Learning						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks Aug - Oct	Quarter 2 Tasks Nov - Jan	Quarter 3 Tasks Feb-Apr	Quarter 4 Tasks May-July	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Expand staffing for arts instruction and coordination</b>						
Action: Launch Frost Theatre with Frost Technical Director Position	Pre-Quarter 1: Hire Frost Technical Director by July 1  Pre-Quarter 1: Frost Technical Director and General Manager meet with stakeholders to learn needs and prepare for August 27 school opening and September 29 gala.		Assessment of Frost Technical Director position	Create 2019-2020 employment contract	Budget: Salary and benefits of Frost Technical Director as a classified employee in accordance with CCUSD salary schedule.  Point Person: Assistant Superintendent of Business Services	Assessment results showing if the role meets the needs of the community and Frost
Action: Launch intern and volunteer program to support Frost Theatre operations	Convene community stakeholders to introduce them to the operational needs of producing events at the Frost and to determine a volunteer pool for event management.	Launch intern and volunteer program			Point Person: District Arts Coordinator/ Frost General Manager and Frost Technical Director	Active pool of volunteers and interns supporting Frost programming
Action: Review staffing for arts instruction	Pre-Quarter 1: Review matrix for K-5 for gaps in access to visual arts, dance and music. District leadership selects priorities for filling gaps if funds become available  Review funding and partners to address gaps. Implement strategies as opportunities arise→				Budget: TBD  Point Persons: Site Administration, Arts Coordinator, Directors	Reductions in number of students without access to arts instruction  Increases in arts instructional time by art discipline and grade level

1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks Aug - Oct	Quarter 2 Tasks Nov - Jan	Quarter 3 Tasks Feb-Apr	Quarter 4 Tasks May-July	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Provide functional and dedicated spaces for the arts</b>						
Action: Conduct a needs assessment for facilities and equipment	Pre-Quarter 1: Convene 2 people to develop survey questions  Implement a qualitative and quantitative survey	Take survey results on a walk-through	Share results with School Board and Education Foundation		Budget: No budget implications  Point Person: Arts Coordinator and Business Services	The completion of a report with recommendations
<b>Goal: Support schedules that create maximum equity and access to arts learning</b>						
Action: Make sure job postings for teachers include Arts Training and Bilingual Experience as Desirable Qualifications	Pre-Quarter 1: Draft boilerplate language for arts expectations experience in all new hires  Pre-Quarter 1: Share language with all administration who post jobs and lead discussion with all interviewers  Remind administrators to look for arts/bilingual candidates →				Budget: No budget implications  Point Person: Maria Gomez, Assistant Superintendent of Human Resources	Increased number of new hires with arts experience (per year)
<b>Goal: Deepen and expand community partnerships</b>						
Action: Conduct planning for increase of each 5 arts disciplines	Pre-Quarter 1: Gather list of existing and potential new Community Partners	Host a Community Partners meeting (Front + Center-like) to identify ways to optimize and increase student engagement in 5 art forms	Draft and finalize a plan and share with the School Board and stakeholders		Budget: Monies for snacks for meeting  Point Persons: Arts Coordinator, Directors, Culver City Education Foundation	A plan for implementation in place starting August 2019

Strategic Direction #2: Implement and Sustain Quality Arts Learning						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks Aug - Oct	Quarter 2 Tasks Nov - Jan	Quarter 3 Tasks Feb-Apr	Quarter 4 Tasks May-July	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Nurture a culture of collaboration and innovation</b>						
Action: Set arts minutes expectation	Conduct a meeting to establish arts minutes expectations  Locate and research the existing art teaching manuals created in 2004 to reassess what already exists	Curate committee to continue setting arts minutes expectations	Review current data and priorities as well as supporting standards		Budget: Costs for teacher time \$150/day per teacher  Point Persons: Arts Coordinator, Administration (site and District), teacher representatives. Parents	Board workshop  Master schedules with new arts minutes expectations in place
Action: Establish a Professional Learning Community (PLC) to support district-wide collaboration	Establish dates for Arts PLC and reserve on Professional Development Calendar to develop curriculum and lessons (pacing guide)	Meeting 1 – Identify focus standards and supporting standards	Meeting 2 – Distinguish between integrated and discrete arts instruction  Complete curriculum	Meeting 3 – Prepare supply orders  Develop integrated lessons that enhance discrete arts curriculum	Budget: Costs for teacher time \$150/day per teacher  Point Persons: Art teachers, Teaching and Learning Partners (TLPs), general education teachers, arts coordinator	Priority and Supporting Standards document
<b>Goal: Adopt and implement comprehensive and culturally relevant arts curriculum</b>						
Action: Identify Visual and Performing Arts Standards K-12	At Arts PLC, set goal and timeline for identifying Visual and Performing Arts Standards to develop curriculum and lessons (pacing guide)	Meeting 1 – Identify focus standards and supporting standards	Meeting 2 – Distinguish integrated and discrete arts instruction  Develop curriculum and lessons	Meeting 3 – Add integrated lessons to enhance curriculum	Budget: Costs for teacher time \$150/day per teacher  Point Persons: Art teachers, Teaching and Learning Partners (TLPs), general education teachers, arts coordinator	Pacing Guide for Elementary arts instructors

Strategic Direction #3: Communicate and Advocate for Sustainable Arts for All						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks Aug - Oct	Quarter 2 Tasks Nov - Jan	Quarter 3 Tasks Feb-Apr	Quarter 4 Tasks May-July	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Expand diverse funding streams with equitable distributions</b>						
Action: Conduct an Inventory Assessment to see where the District is at with money	Conduct an inventory assessment - How much are we currently spending on the arts? How do we track this money moving forward? (detailing both public and private funding)  Earmark what should be increased and what is unsustainable	Look at equitable allocation of funds		Establish an arts budget with line items	Budget: Budget implication unknown  Point Persons: Arts Coordinator, Business Services, Directors and Principals	A report on the percentage of the District budget that is spent on the arts
Action: Articulate clear strategy with the Education Foundation (Ed Foundation)	Create a “why” presentation for Ed Foundation that includes a “menu” and “portfolio of options”  Create the case for support	Communicate “why” to parent funded groups and align goals	Investigate endowment and naming opportunities		Budget: Budget implication unknown  Point Persons: Arts Coordinator, Executive Director of Ed Foundation, Superintendent	Articulated framework for multi-year external fundraising
Action: Research diverse funding possibilities with City, Chamber and School Board	Research successful examples of Public School District Art Funding  Revive Culver Compact	Re-establish Chambers Education Committee  Include ASB in conversation			Budget: Budget implication unknown  Point Persons: Arts Coordinator, Executive Director of Ed Foundation, Superintendent	Established wide ranging community consensus for Arts Education Advocacy  Report and Recommendations on successful funding examples  Participation in Culver Compact meetings and Chambers Education Committee

1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks Aug - Oct	Quarter 2 Tasks Nov - Jan	Quarter 3 Tasks Feb-Apr	Quarter 4 Tasks May-July	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Celebrate and showcase the arts through strategic advocacy and communication</b>						
Action: Develop a coordinated communication plan	Pre-Quarter 1: Create a Master Calendar of yearly events  Hire new communications personnel  Push in to planned site events	Establish Quarterly District Community Arts Team (DCAT) meetings	Schedule "highlight" events		Budget: Salary for new communications person  Point Persons: New Communications personnel and Arts Coordinator	Scheduling of 2 events, 4 DCAT meetings, and hiring of one Communications person

**Culver City Unified School District  
Years 2-5 Action Plan  
Phase 2: 2019-2021 and Phase 3: 2021-2023**

**Strategic Direction #1: Expand Equity and Access to Arts Learning**

**Goal: Expand staffing for arts instruction and coordination**

Phase (s)	Actions	Tasks	Point Person(s)	Budget Implications	Measurable Outcomes (Evidence of Success)
Phase 2+3	Optimally operate the Frost Theatre	Identify sustainable funding for three full-time positions, on call crew & maintenance Full-time positions: General Manager, Technical Director & Event Supervisor Assess annually Report to Board annually	Arts Coordinator, CCEF Executive Director, Human Resources,	\$500,000	Frost Theatre is fully operational and active 12 months of the year
Phase 2 & 3	Continue Frost Intern and volunteer program	Annually convene stakeholders, volunteers and interns to assess programs and thank participants.	Arts Coordinator, Frost General Manager and Frost Technical Director	No budget implications	Actively engaged pool of volunteers and interns supporting Frost programming
Phase 2	Maintain adequate staffing for elementary arts instruction	Build upon progress of year 1 to close instructional gaps in <u>music, visual art and theatre</u> by budgeting for and hiring additional FTE or instituting new community arts partnerships to provide programs that meet the minutes threshold and fulfill the scope and sequence	Arts Coordinator and Director of Elementary Curriculum	Each FTE costs 90,000 with benefits	All K-5 students receive minimum threshold of arts instruction in <u>music, theatre and visual arts</u>
Phase 3	Maintain adequate staffing for elementary arts instruction	Build upon progress of phase 2 to close remaining instructional gaps in <u>dance and media arts</u> by budgeting for and hiring additional FTE or instituting new community arts partnerships to provide programs that meet the minutes threshold and fulfill the scope and sequence.	Arts Coordinator and Director of Elementary Curriculum	Each FTE costs 90,000 with benefits	All K-5 students receive minimum threshold of arts instruction in <u>all 5 art forms</u>
Phase 2 +3	Increase and sustain arts coordination	Maintain a clear reporting structure and work plan for arts coordinator.  Conduct an annual report to School Board on the state of arts education in the district including student access and participation across grades, sites, art forms and special needs. Report should highlight existing partnership and funders.	Asst. Sup of Ed Services	No budget implications	Reduction of inequities of instruction and facilities across school sites according to programming matrix and facilities needs assessment  Maintenance or Increase in community and funding partnerships

Phase (s)	Actions	Tasks	Point Person(s)	Budget Implications	Measurable Outcomes (Evidence of Success)
<b>Goal: Provide functional and dedicated spaces for the arts</b>					
Phase 2+3	Create arts spaces and purchase equipment that fulfill the needs identified in the 2018 assessment of facilities and equipment	Review Phase 1 Needs Assessment results and create action plan and timeline  Secure funding  Survey utilization of new spaces and resources	Arts Coordinator, Directors of Curriculum and Assistant Superintendent of Business Services	Unknown but possibly significant budget implications	Share survey results of space and equipment utilization
<b>Goal: Support schedules that create maximum equity and access to arts learning</b>					
Phase 2+3	Make sure job postings for teachers include Arts Training and Bilingual Experience as a Desirable Qualification	Review job postings	Asst. Sup. HR, Directors of Curriculum	No budget implications	# of teachers hired with Arts training and bilingual
Phase 2+3	Increase in art electives in secondary schools	Assess yearly offerings	Arts Coordinator, MS & HS Principals, Directors of Curriculum	Budget implications unknown	# and variety of art electives at MS & HS
Phase 2 + 3	Explore dance and PE intersection	Review current dance curriculum during PE  Establish PE credit for Dance class in HS.	Arts Coordinator & Directors of Curriculum	Budget implications unknown	Availability and equity of dance offerings
<b>Goal: Deepen and expand community partnerships</b>					
Phase 2 and 3	Conduct planning for increase of each of the 5 arts disciplines	Align planning with the review of the arts minutes expectations (Strategic Direction #2, Goal 1)  Review recommendations by art discipline sub-committees  Research utilization of Community Partnerships in delivery of arts instruction to help expand course offerings	District/Community Arts Team (DCAT)	Budget implications unknown	Written recommendations from art-discipline sub-committees

Phase (s)	Actions	Tasks	Point Person(s)	Budget Implications	Measurable Outcomes (Evidence of Success)
Phase 2	Implement internship opportunities in arts	<p>Research opportunities for internships in the arts within Culver City. Tap into the Field Scan on teen arts pathways from the Arts Ed Collective.</p> <p>Identify a recognition system to honor organizations and companies that host arts interns</p> <p>Host a meeting of potential partners to orient them to the Culver City HS internship protocols</p> <p>Support students in their internships and conduct an exit survey with the students and the host companies</p>	HS Career counselor with Arts Coordinator Support	Food for meetings	30-40 students experience internships with a diverse array of arts industries



**Culver City Unified School District  
Years 2-5 Action Plan  
Phase 2: 2019-2021 and Phase 3: 2021-2023**

**Strategic Direction #2: Implement and Sustain Quality Arts Learning**

**Goal: Nurture a culture of collaboration and innovation**

Phase (s)	Actions	Tasks	Point Person(s)	Budget Implications	Measurable Outcomes (Evidence of Success)
Phase 2 + 3	Implement and Review Arts minutes expectations	Implement approved master schedule  Assess new master schedule	Site Principals, Directors of Curriculum and Arts Coordinator	No budget implications	100% Equity of minutes district wide
Phase 2+3	Establish PLC time for District-wide collaboration	Maintain a PLC for District-wide collaboration to review standards and develop curriculum  Identify opportunities for collaboration between departments	VAPA Teachers, TLPs, General Education Teachers, Arts Coordinator	\$150/day per teacher if outside the contracted day	Common assessments  General curriculum  Increase collaboration between art disciplines
Phase 3	Establish collaborative elementary art integration committee with key stakeholders	Identify key elementary stakeholders  Identify opportunities for arts integration	Elem. VAPA Teachers, TLP's, Makerspace, Classroom Teachers and Arts Coordinator	\$150/day per teacher if outside the contracted day	Increase in arts integration

**Goal: Adopt and implement comprehensive and culturally relevant arts curriculum**

2 and 3	Assess the newly created VAPA Curriculum	Create online survey for teachers to complete  Review rollout of VAPA curriculum	Directors of Curriculum, Arts Coordinator	No budget implications	Survey results
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Phase (s)	Actions	Tasks	Point Person(s)	Budget Implications	Measurable Outcomes (Evidence of Success)
2 and 3	Identify inter-cultural arts education opportunities	<p>Work with Family Alliance to identify opportunities</p> <p>Create a sub-committee of DCAT to focus on culturally relevant curriculum</p> <p>Create a checklist to help guide curriculum creation and selection for cultural relevance</p>	Arts Coordinator, DCAT Sub-committee	No budget implications	Increased cultural knowledge
<b>Goal: Support program implementation through assessment and evaluation</b>					
Phase 2	Provide opportunities for student assessment via art integrated authentic performance tasks	<p>Use assessments created in the professional learning communities</p> <p>Convene discipline-specific arts teachers from elementary to middle school and to review assessments to calibrate how instruction is meeting the needs of students</p>	Arts coordinator, General Education Teachers	No budget implications	Increase in performance level assessments
<b>Goal: Develop teacher capacity for innovative arts integration</b>					
Phase 2 +3	Provide professional development opportunities to enhance arts integration	<p>Provide PD for integrated projects to demonstrate understanding of content standards</p> <p>Explore Technology Enhanced Arts Learning (TEAL) as a strategy as a professional development</p> <p>Research other successful district PD models</p>	Arts Coordinator, TLPs, General Education Teachers, Directors	\$150/day per teacher if outside the contracted day	Increase in performance level assessments

**Culver City Unified School District  
Years 2-5 Action Plan  
Phase 2: 2019-2021 and Phase 3: 2021-2023**

**Strategic Direction #3: Communicate and Advocate for Sustainable Arts for All**

Phase (s)	Actions	Tasks	Point Person(s)	Budget Implications	Measurable Outcomes (Evidence of Success)
<b>Goal: Expand diverse funding streams with equitable distributions</b>					
Phase 2+3	Review the arts budget	Create District minimums	Asst. Sup. of Business Services, Arts Coordinator	Budget to be determined	Adopted Arts Budget
Phase 2 + 3	Work with CCEF to establish diverse funding streams	Participate in reinvigorated Chambers Education Committee  Participate in reinvigorated Culver Compact  Grow funders to commit to a 3-5 year annual financial gift	Ex. Director of CCEF and Arts Coordinator	Positive impact	Commitment from 2 new funders to commit to 3-5 year financial gifts.
Phase 2 + 3	Research Developer/facility agreements	Create developer case for support.  Work with City to create policy	Superintendents, City, CCEF + Arts Coordinator	Budget to be determined	City policy created
Phase 2	Engage community towards consensus on parent-funding	Facilitate community conversations to educate public on “equity funding”  Articulate implementation plan	Superintendents, CCEF + Arts Coordinator	No budget implications	Implementation Plan
Phase 3	Conduct district-wide fundraising for equitable arts for all schools	Begin “Equity Funding” school year 2020 - 2021	Superintendents, CCEF, Arts Coordinator	Positive impact	Equity Funding rollout

Phase (s)	Actions	Tasks	Point Person(s)	Budget Implications	Measurable Outcomes (Evidence of Success)
<b>Goal: Celebrate and showcase the arts through strategic advocacy and communication</b>					
Phase 2	Update Board Policy	Review arts policies from other districts Create draft Arts Policy language	Arts Coordinator DCAT	No budget implications	New Board Policy adopted
Phase 2 + 3	Communicate the case for support	Create brochure and presentation Present to DCAT for feedback and assistance	Communications Consultant, Arts Coordinator, CCEF	Budget implications unknown	Brochure Presentation to PTA's, Community, Board (whomever will listen)
Phase 2 + 3	Continue to expand the communications plan	Build internal and external communication channels	Communications Consultant, Arts Coordinator	Grant Funded	Community Arts Calendar on district website  # of people engaging with social media
Phase 2 + 3	Conduct annual arts event to engage the community	Plan and calendar community arts events (i.e. Front and Center)  Coordinate with Community Arts Partners and K-12 arts teachers  Maximize presence at school-site festivals to engage more community members in the arts  Convene the organizers of the Fall Festivals to see how calendars and events could be aligned to increase the arts presence	Arts Coordinator DCAT	Budget implications unknown	Hold a successful festival and/or leverage existing festivals to have a greater arts presence

## Appendix

### Practical Vision for Arts Education Answering the question – “If all things were possible, what would we want to see in our District in five years in arts education?”

December 6, 2017

Highly Qualified, Credentialed Full-time Arts Instructors	Tangible Expression of Creative Campus Culture	Intentional, System-wide Articulation of Arts Education	District-Supported, Equity-Focused Arts Ed for All	Engaged, District-Supported Advocacy	Integrated and Dedicated Arts Instruction	Sustainable, Diversified Funding Streams	Authentic and Transformative Inter-Cultural Arts Education	Dedicated and Fully-Supported State of the Art Facilities District-Wide	Leveraged and Supportive Community Partnerships	Creative Career Pathways	Continuous Community and Family Collaborations	Continuous Evolution Based on Collective Evaluation
Full-time credentialed art teachers on district staff	Campus “Artification”	Intentional sequences of experiences K-12	Arts access always 4 all	Arts = Rule, not Exception	Collaborative partnerships between general ed, special ed, and art teachers	Sustainable, diversified funding streams	Visual expression of Cultural Identity as Community Builder	Physical Space	Experience with Professional Artists	CTE Pathways in all Arts Disciplines	Arts employed to connect students’ home/school lives	Evidence-based accountability
Full-time Pre-K -12 art teachers	Seeing is Believing – More art on campus	Culturally relevant Articulated Arts Plan (Pre-K – Adult)	Equitable programing	100% Participation	Integrated and Stand Alone	Multi-year district vision & commitment in support of arts ed and the arts coordinator position	Black students are culturally valued in all art spaces	Dedicated Arts Complex	Develop internship program with community partners	College & Career “Artways”	Community Outreach = Support families’ exposure to arts	Measurable results
Discipline-specific teachers to support school day	Making the THINKING of Middle School students visible	AVPA Articulation at Middle School for all students	Perception shift	Buy0in from all stakeholders on importance of Arts Ed	Integration vs. art as extra-curricular add on	Stable arts funding	Linguistically diverse area courses and program	State of the art facilities and tech support	City support and integration	More Media Arts K-12	Annual Arts Festival (All levels, Pre-K – Adult)	Developed metrics
Qualified art teachers teaching their electives	Evidence of future innovators	Articulated K-12 seq., sustainable pathways in all disciplines	Targeting of high needs students	High threshold for minimum arts participation (F Req)	Arts accountability for teachers	Resources – “Money not an issue”	Draw upon Cultural Funds of Knowledge (Families)	Appropriate and equitable Arts facilities		Ample programing to connect to Creative Economy	An open, robust communication process & dialog	
	Peers inspiring creative expression in school	More intro level Art Electives		Ensure Middle School access – High % participation	Arts in all academics	Change policy to allow 1% public art toward CCUSD arts programs	Culturally sustained pedagogies as a teaching norm	Renovate classrooms				
	Arts can offer critical hope for change for all students	Site schedules that support arts integration					Students of color at Middle School have culturally relevant arts	Fully supported resources and spaces				
		Schedules designed so all students are in arts classes										

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Culver City Unified School District/Community Arts Team was asked: What creative and innovative actions can we take to address our challenges and move toward our vision? The District/Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation.

### 1. Expand Equity and Access to Arts Learning

#### Goal 1: Expand staffing for arts instruction and coordination

##### Actions:

- a. Hire Full-Time Equivalents (FTE's) necessary to meet thresholds by 2020
- b. Add FTE Teacher(s) who can teach Dance and Media Arts in Elementary and Middle School
- c. Job posting include arts training/experience as "Desirable Qualifications"
- d. Hire more qualified arts teachers full-time and staff with arts backgrounds
- e. Hire bilingual arts teachers
- f. Create Frost Facility Manager position
- g. Hire/coordinate District-wide arts facilities staff – productions manager, Technical Director/Director of Production, operations staff (trained)
- h. Assign personnel to manage Arts Master Calendar
- i. Update Personnel policy
- j. Increase and sustain Arts Coordinator at 100%

#### Goal 2: Provide functional and dedicated spaces for the arts

##### Actions:

- a. Create more designated spaces for arts programming
- b. Survey facility needs and develop a funding plan
- c. Conduct a needs assessment for facility equipment
- d. Integrate existing technology with the arts
- e. Seek input from teachers and students that use facilities

#### Goal 3: Support schedules that create maximum equity and access to arts learning

##### Actions:

- a. Create a 7th period at Middle School
- b. Schedule more arts domain classes in secondary schools
- c. Explore intersection of Dance/PE for requirements
- d. Create Enrichment Summer School for core subjects
- e. Determine minimum expectation of arts minutes for each student
- f. Determine CCUSD thresholds for arts instruction (hours per student)
- g. Identify the ideal balance of discrete and integrated instruction for CCUSD
- h. At CCMS, move Zero Period for immersion students to 7th Period and add Music, Art, Film and Theatre electives
- i. Increase Dance in PE curriculum (PE credential includes Dance, so no new personnel or funding needed)

#### Goal 4: Deepen and expand community partnerships

##### Actions:

- a. Establish strategic partnerships with community artists and arts organizations
- b. Create a Front & Center-like program for Dance
- c. Engage parents in K-12 building community through the arts
- d. Align with Chamber and City to increase engagement with the city's Creative Economy
- e. Convene community arts education partners by art form to increase articulation and pathways and take ideas to funders
- f. Implement strategies to diversify all stake-holders groups through employment, committee, and cultural experiences
- g. Draw upon Cultural Funds of Knowledge and Families

## 2. Implement and Sustain Quality Arts Learning

### **Goal 1:** Nurture a culture of collaboration and innovation

#### Actions:

- a. Establish PLC Time for district-wide collaboration
- b. Create PLC's for K-12 individual art disciplines
- c. Increase collaboration between different art departments
- d. Establish collaborative elementary art integration committee with key stakeholders (TLPs, Makerspace, art teachers, administration)
- e. Set arts minutes expectations equitably across elementary sites
- f. Develop K-12 VAPA arts teacher regular convenings for articulation and coordination

### **Goal 2:** Adopt and implement comprehensive and culturally relevant arts curriculum

#### Actions:

- a. Develop TK-12 curriculum for all five arts disciplines (developed by CCUSD Certified Arts Teachers)
- a. Develop curriculum and instructional plans that integrate the arts into all subjects
- b. Educate about cross curriculum strengths in the arts (standards-based learning does not stop in the art room)
- c. Align and adapt curriculum from surrounding districts
- d. Align social-emotional learning (SEL) and arts instruction and curriculum
- e. Prioritize all five arts domains equally
- f. Identify VAPA Standards from each grade level to be taught to all students
- g. Incorporate student voice into curriculum development
- h. Research strategies to implement authentic Inter-cultural arts education

### **Goal 3:** Support program implementation through assessment and evaluation

#### Actions:

- b. Develop common assessments to monitor attainment of standards
- c. Provide opportunities for student assessment via art integrated authentic performance tasks
- d. Include arts integration into teacher and student evaluation/assessment
- e. Create annual metrics in LCAP
- f. Conduct an annual assessment of art plan implementation by the Arts Committee
- g. Arts Committee needs to reconvene quarterly to evaluate goals being met
- h. Establish continued district committee to oversee/evaluate programs
- i. Prioritize arts action items in strategic plan
- j. Conduct Pre/Post assessment surveys with all stakeholders
- k. Investigate and update Board Arts Policy

### **Goal 4:** Develop teacher capacity for innovative arts integration

#### Actions:

- a. Provide professional development for teachers about arts integration
- b. Distinguish between "Arts Education" and "Arts Integration"
- c. Provide opportunities for student-led/driven arts projects
- d. Explore co-teaching opportunities to enhance art education
- e. Increase exposure to local arts organizations (field trips)

### 3. Communicate and Advocate for Sustainable Arts for All

**Goal 1:** Expand diverse funding streams with equitable distributions

Actions:

- a. Identify branding opportunities for funding opportunities
- b. Research city's 1% Public Art Commitment
- c. Conduct an Inventory Assessment to see where we are regarding money
- d. Research Culver City Education Foundation to fund staff
- e. Explore how individual or PTA/Booster Clubs could help fund materials
- f. Grow the pool of funders to commit to a 3-year annual financial gift
- g. Establish an annual meeting between the City, School Board, Chamber, Ed Foundation, and Parents to express funding needs and ideas on a micro-level
- h. Engage community towards consensus on parent-funding
- i. Investigate naming opportunities for new and existing facilities
- j. Conduct district-wide fundraising for equitable arts at all schools
- k. Establish district-wide arts budget and commit to equitable allocation
- l. Articulate clear strategy with Culver City Education Foundation for District ownership

**Goal 2:** Celebrate and Showcase the Arts through Strategic Advocacy and Communication

Actions:

- a. Develop a coordinated communication plan
- b. Share the articulated plan, purpose and message to all stakeholders
- c. Have the Arts Team serve as advocates to attend candidate forums with arts questions
- d. Create communications officer for internal and external public relations
- e. Increase to two events annually featuring programming with potential partners invited
- f. Continue the Community Arts Team and other interested parties to advocate for the arts
- g. Establish and sustain the arts committee



## District/Community Arts Team Members

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