

# **Claremont Unified School District**

## **Arts Education Plan 2016 - 2021**

### **What is Arts Education?**

As defined in the 2014 National Arts Standards, Arts Education in schools encompasses the five distinct arts disciplines of dance, music, theatre, visual arts, and media arts. Each of the arts disciplines contains a distinct body of academic content knowledge, processes, and skills that expand students' ability to create, perform, respond and connect.

Arts Education provides an insight on how people communicate their perceptions, responses and understanding of the world to themselves and to others. It is a window into the continually evolving exhibition of the individuals to intuit, symbolize, think and express themselves. Arts Education enhances and balances the school curriculum, develops discipline specific skills, and promotes cognitive development. Business leaders and visionary thinkers concerned about preparation of students for the future know that the ability to be creative-a key 21st Century Skill-is native to the arts and is one of the primary processes learned through arts education.

Study of one or more of the arts disciplines has many benefits throughout life regardless if a person engages in art-making on a regular basis. Some of the benefits for students from a sequential standards-based arts education include the increased capacity to create and express, appreciate the arts and other cultures' forms of expression, see relationships between the arts and their daily lives, and to investigate how arts create meaning while developing aesthetic perceptions.

“The fact that the arts provide important touchstones confirms their value to the development of every human being. Nurturing our children, then, necessarily means that we must provide all of them - not just those identified as “talented” - with a well-rounded education that includes the arts. By doing so, we are fulfilling the college and career readiness needs of our students, laying the foundations for the success of our schools and, ultimately, the success of our nation.” - National Coalition for CORE ARTS Standards

### **What Research Says about Arts Education**

According to the International Center for Leadership in Education, there is a substantive body of research literature that suggests multiple reasons, both academic and nonacademic, for including arts as part of K-12 education for all students. Numerous studies describe the positive effects the arts have on cognitive and neurological development; overall student achievement; improved scores on state and national assessments; multiple learning styles that are addressed through the different arts media; and specific links between areas of the arts and core subjects, especially English language arts and mathematics. Equally important are the positive effects the arts have on students'

attitudes that are directly related to themselves as learners and to their learning environment.

James S. Catterall, in his “Critical Links: Learning in the Arts and Student Academic and Social Development” (Arts Education Partnership 2002) indicates that there are positive benefits of arts programs on academics in the areas of reading, verbal and mathematical skills, creative thinking, achievement motivation, cognitive engagement, instructional practice in the school, professional culture of the school, the school climate and community engagement and identity. He further states that an intensive art experience promotes self-confidence, risk-taking, paying attention, persevering, empathy for others, self-initiating, task persistence, ownership of learning, collaboration skills, leadership, reduced dropout rates, educational aspirations, and higher-order thinking skills.

Elliot Eisner, a professor of Education and Art at Stanford University, in his “Why Art in Education and Why Arts Education: Beyond Creating: The Place for Art in American Schools” (Getty Center for Education in the Arts 1985) has identified eight competencies of cognitive growth that are developed through the arts. They are perception of relationships, attention to nuance, awareness that problems can have multiple solutions, ability to shift aims in process, ability to make decisions in the absence of rule, imagination as a source of content, ability to operate within the constraints of a medium, and an ability to frame the world from an aesthetic perspective.

### **Claremont Unified School District Vision Statement**

The Claremont Unified School District is committed to providing an equitable articulated K-12 dance, music, theater, visual arts, and media arts curriculum for all students that is a distinct sequential, standards-based body of academic content, knowledge, process and skills.

### **Plan Design and Organization**

The plan advocates for:

- A standards-based K-12 arts education program that incorporates all five standard strands, dance, music, theater, media arts, and visual arts, during the school day.
- A program that provides opportunities at the elementary level culminating in a strong discipline specific secondary arts education program.
- A program that is enhanced by supplemental programs outside of the school day.
- A program that provides content, infrastructure, and sustainability.
  - Content
    - Curriculum
    - Pedagogy
    - Professional Development

- Infrastructure
  - Coordination
  - Personnel
  - Facilities and Equipment
  - Partnerships and Collaborations
- Sustainability
  - Policy
  - Funding
  - Program Evaluation
  - Communication
  - Advocacy
  - District Leadership
  - LA County Arts for All
  - TEAL (Technology Enhanced Arts Learning)
- A program based on the National Core Arts Standards
  - Creating
    - Conceiving and developing new artistic ideas and work.
  - Performing/Presenting/Producing
    - Performing (dance, music, theatre): Realizing artistic ideas and work through interpretation and presentation.
    - Presenting (visual arts): Interpreting and sharing artistic work.
    - Producing (media arts): Realizing and presenting artistic ideas and work.
  - Responding
    - Understanding and evaluating how the arts convey meaning.
  - Connecting
    - Relating artistic ideas and work with personal and external context.

### **History of the CUSD Arts Plan**

In spring 2007, the state allocated funds for a one time Art, Music, and Physical Education Block Grant (Resource Code 6761) of \$83.04 per student based on the 2005-2006 average daily attendances. The Claremont Unified School District received \$550,011. Each district was required to expend not less than \$2,500 per school site. Funds could be expended for professional development, equipment, supplies, and instructional materials that support standards-aligned instruction. Funding could not be spent on any improvement to a site or building

fixture. Also in spring of 2007, the state allocated funds for an ongoing Arts and Music Block Grant (Resource Code 6760) of \$15.94 per student based on the 2006 CBEDS enrollment. The Claremont Unified School District received \$118,030 for 2006-2007 and expects to receive a similar amount for 2007-2008. The funds could be spent to hire new staff, purchase new instructional materials, supplies, and equipment and to provide professional development opportunities to support standards-aligned arts and music instruction in K-12. Each district was required to allocate a minimum of \$4,000 to each site with more than 20 students. Districts could retain funds to hire teachers or a district VAPA coordinator, provide professional development and collaboration, or buy bulk supplies, books and equipment.

In fall of 2007 the State Dept of Education held regional meetings to advise districts on the use of funds. Their recommendation was for districts to invest the monies into teacher training and make a long term plan to create and implement arts education across districts, rather than spend the money on equipment, which would eventually become outdated. CUSD sent a representative to the meeting, and, with the support of the superintendent, a decision was made to create an arts plan for the district. A Visual and Performing Arts Task Force was created to write a district arts plan. This committee was made up of teachers representing k-12 who wrote a plan which identified Standards based curriculum, Instruction and Methodology, Student Assessment, Professional Development, Partnerships and Collaborations, and Administration and Evaluation. The CUSD Arts Plan was approved by the CUSD School Board in 2008.

The committee spent 18 months fleshing out the plan, identifying key standards, and creating lesson plans. Two in-service days were hosted by the arts committee for elementary teachers to demonstrate lessons in music, theatre, and visual art. Curriculum and lesson plans were made available to the teachers, and each elementary site was given arts materials resource box with the materials needed to implement arts based lessons, and use them ongoing.

In the spring of 2008 State of California was in a financial crisis and gave districts the option to absorb the unspent Arts money into their general fund. CUSD was in transition with superintendents and, in the summer of 2008 the money for the Arts Plan was no longer available for the committee to finish the work they began.

In early 2015 a few VAPA teachers from Claremont High School, the Arts Leads, approached the current Superintendent of Curriculum and asked to use their professional collaboration time to update the plan. With support from the District Office pull out days were spent where a teacher from El Roble and Mt View was added to the group to bring perspectives of the different aged students the plan would serve. At this point our committee discovered the Technology Enhanced Arts Learning training (TEAL), for k-6 teachers and is free to districts. In 2016 the Arts Leads embarked on a long term partnership with a coach from Arts for All to edit, revise, and flesh out the plan, including details for Year 1.

By the beginning of the 2016-17 school year, the Arts Leads asked the principals of each school in CUSD to choose a SALT (Site Art Lead Teacher) from their site. A meeting was held in October 2016 to in-service the SALTs, share the plan, and discuss the rollout. The

elementary teachers attended a two day TEAL arts integration training, to begin to see how to bring art into the classrooms. Since then the SALTs have used what they learned in their classrooms, shared what they learned at staff meetings, presented at local STEAM festival, and been advocates for the arts in the district.

The Arts Lead teachers at CHS have used the fall and winter of 2016-2017 to identify priorities for Year 2 of the plan with our Arts for All coach, support our SALTs, develop an arts resource website, and create a job description of for a .2 Teacher on Special Assignment.

## **Funding**

The funding for this plan will become part of the CUSD operational budget to plan, implement, and maintain, with a portion of the monies coming from district Local Control and Accountability Plan (LCAP) monies. The first year of the funding will include release time for the Art's Resource Team (ART), of 4-5 teachers, to develop trainings and lesson plans for the implementation of the National Core Arts Standards. Time may include summer meetings as well as school release days. Each elementary school will have a Site Arts Lead Teacher (SALT) with a modest stipend to be the school's arts advocate and immediate teacher resource. Other release time will be given for the training of the SALT's and El Roble art teachers by the ART. District arts leadership will be from one teacher, with stipend, per arts subject area, most likely the High School subject teacher, to serve as trainer and implementer and eventually evaluator of the implementation. Part of the ongoing plan is to transition from five teachers to one TOSA to oversee the continuation of the arts plan. Stipends for these teachers and the SALT's will need to be flexible and increase slightly as the work increases each year as the plan is eventually fully implemented. There will also be additional training and conferences for the ART and district leaders. Each site will need basic supplies for the five areas of discipline to start with the trainings and eventually more to be at the disposal of the teachers. ART, SALT's, and, eventually TOSA, will work together to annually evaluate the implementation and effectiveness of the program. Part of ongoing money will be needed for the maintenance and restocking of school art supplies. This budget could be maintained within \$64,000. Funding will come from the following areas: \$29,000 from LCAP funds and \$31,000 District allocation funds. A partnership with LA Office of education and the LA County Arts Commission, using the TEAL (Technology Enhanced Arts Learning) program will also bring an additional \$4000 per year toward implementation and dissemination of the arts plan.

## Standards-based Curriculum

Goals	Activity	Person Responsible	Equipment Needed	Budget Source	Timeline	Measureable Outcomes
Identify and adopt arts anchor standards from the National Arts Standards	<ul style="list-style-type: none"> <li>Determine the anchor standards</li> <li>Familiarize teachers with the arts anchor standards at each grade level (See Professional Development section)</li> </ul>	<p>District Arts Committee</p> <p>Arts Resource Team (A.R.T.) &amp; TEAL coaches</p>		<p>CUSD</p> <p>CUSD &amp; LCAP</p>	<p>2016-2017</p> <p>2016-ongoing</p>	Grade level specific standards for each discipline mapped out and published on district arts website.
Evaluate current K-12 art programs at each site to determine their inclusion of the five disciplines, dance, theater, music, media arts and visual art	<p>Develop District guidelines for Arts Education review at each site</p> <ul style="list-style-type: none"> <li>Determine gaps in each sites' arts programs from Arts for All survey.</li> <li>Develop plan at each elementary school to fill curricular discipline gaps for students at all grade levels</li> <li>Generate a needs assessment of facilities, materials and equipment at all sites using state suggested guidelines</li> <li>Develop an intermediate (middle school) grade level plan to provide curriculum</li> </ul>	<p>SALT</p> <p>Principal and staff at each school-lead by SALT complete and share with principals</p>	Purchase instructional materials, equipment and supplies	CUSD & LCAP	<p>2018-2019</p> <p>Spring 2017</p>	<p>Arts for All site survey report with the state of the arts at each school</p> <p>Report outlining facilities, equipment and material needs</p>

	<p>on all five disciplines for all students (Example: arts survey course)</p> <ul style="list-style-type: none"> <li>● Train site reps (SALT) at each elementary school</li> <li>● Gradually implement and expand standards based arts (visual, music, theater, dance, media) at each elementary site</li> <li>● Develop a high school plan to provide curriculum for all five disciplines for all students. Develop curriculum or identify outside arts program and materials to provide CUSD essential standards-based arts content at each grade level</li> </ul>	<p>LACOE/Arts for All workshops/ TEAL</p> <p>SALT &amp; ART</p> <p>ART</p> <p>(Using the CHS technology model of teachers training other teachers)</p>	<p>Purchase standards-based instructional materials, equipment and supplies</p>	<p>CUSD &amp; LCAP</p>	<p>2017-2018</p> <p>Year 1 2016-ongoing</p> <p>2018-2020</p>	<p>Expanded curriculum outline for elementary and secondary</p>
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<p>District wide arts articulation with arts teachers for maintaining a unified vision of arts education in the district</p>	<ul style="list-style-type: none"> <li>● Professional collaboration time for all district teachers of the five arts disciplines.</li> <li>● Site coordination for consistency in arts standards progression for each grade level</li> <li>● Planning and articulation for district wide showcases/performances (year 3)</li> <li>● Developed pathways for various levels of involvement in the arts (identified opportunities/pathways for students to advance in a specific discipline)</li> </ul>	<p>Specific arts teachers K-12, all sites</p>		<p>CUSD &amp; LCAP</p>	<p>2016 and Ongoing</p>	<p>Establish district protocols, communication, and regular convening's</p> <p>Clear pathways for learning and growing in the arts</p>
<p>Develop K-6 CUSD essential standards-based lesson plans for all five disciplines as stand alone art lessons or integrated into other core subjects</p>	<ul style="list-style-type: none"> <li>● Collaborate to design standards-based lesson plans with elementary generalist and secondary subject specific teacher input</li> </ul>	<p>Art Resource Team (A.R.T.)</p> <p>Review lessons written from old standards</p>		<p>District &amp; LCAP</p>	<p>2016 - ongoing</p>	<p>A bank of lesson and resources for teachers to use published on the website</p>

**Instruction and Methodology**

<b>Goals</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Equipment Needed</b>	<b>Budget Source</b>	<b>Timeline</b>	<b>Measureable Outcomes</b>
Focus instruction on the identified Claremont K-12 continuum of VAPA essential standards	<ul style="list-style-type: none"> <li>• Develop additional stand alone arts and arts integrated lesson plans for teachers (See Curriculum and Professional Development section)</li> <li>• Develop District resource website</li> <li>• Share information about opportunities for students to have hands-on activities and real life connections to the arts through field trips to museums or performances or through technology-integration via virtual field trips and research</li> </ul>	<p>A.R.T. &amp; S.A.L.T. TEAL</p> <p>A.R.T.</p> <p>District Arts Committee</p> <p>Principals and Classroom Teachers</p>	Instructional materials, supplies and equipment	<p>CUSD &amp; LCAP</p> <p>Site/Class budgets</p>	<p>2016-ongoing</p> <p>Ongoing</p> <p>2016-2017</p> <p>2016 on-going</p>	Teachers delivering lessons and evidence through student work
Provide K-12 arts education program during the school day addressing all five disciplines for all students	<ul style="list-style-type: none"> <li>• Provide best possible facilities, equipment, and instructional resources based on state and national standards as a guide</li> </ul>	District and site administration		CUSD & site budgets	Annually beginning in 2017	Equitable access to the arts throughout the district

Supplement arts education during school day with outside of school day opportunities	<ul style="list-style-type: none"> <li>● Provide practice and performance opportunities to support school day standards-based arts program</li> <li>● Utilize residencies, field trips, internships, performances, etc. delivered by outside arts providers</li> </ul>	Site principals and secondary arts teachers	Equipment and supplies	Individual sites	Annually	Established community partnerships, residencies, field trips, internships
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### Student Assessment

Goals	Activity	Person Responsible	Equipment Needed	Budget Source	Timeline	Measureable Outcomes
Gather and investigate a variety of methods to analyze and review student work in the arts	<ul style="list-style-type: none"> <li>● Identify grade appropriate rubrics to assess student learning in each of the five disciplines for teacher use</li> <li>● Use rubrics to assess student learning</li> <li>● Review student reflections on learning</li> </ul>	A.R.T.  Classroom teachers	Art and performance supplies	Ongoing site allocated funding	Embedded and ongoing	Comprehensive rubrics, checklists, reflection tools, and systems for assessing

## Professional Development

Goals	Activity	Person Responsible	Equipment Needed	Budget Source	Timeline	Measureable Outcomes
Build arts education capacity and support for elementary teachers	<ul style="list-style-type: none"> <li>Designate Site Arts Lead Teachers (SALTs) for all five disciplines paid by extra task assignments</li> <li>Provide SALTs with professional development through school visitations or district and outside workshops/ conferences</li> <li>Use SALTs to build capacity and support art education at each site through released time and after school meetings</li> </ul>	District and Site Administration  TEAL coaches		CUSD & LCAP	2016-2017       Ongoing	SALTs in place  Professional development workshops  Informal reflections on professional development
Design a model for arts education professional development delivery for elementary school teachers	<ul style="list-style-type: none"> <li>Recruit and select teachers for the District Arts Resource Team (A.R.T.), including an elementary classroom teacher</li> <li>Designate a PT Teacher on Special Assignment (TOSA) as Arts Coordinator</li> <li>Review need for TOSA/ Arts Coordinator annually</li> </ul>	District Arts Committee  District Admin  District Administration		CUSD & LCAP	2016   2016-2018   Annually	Teachers attend TEAL  District wide professional development and in-service days dedicated to the arts



	<p>professional development opportunities to visit other schools or attend LACOE or other outside workshops/ conferences</p> <ul style="list-style-type: none"> <li>● Provide teacher resources on an arts education website (See Partnerships and Collaboration section)</li> </ul>				2016-2017	capacity to deliver arts integration district wide
Provide professional development opportunities for secondary teachers to stay current in their disciplines	<ul style="list-style-type: none"> <li>● Provide SALTs with opportunities to visit other schools or attend LACOE or other outside workshops and conferences aligned to the National Arts Standards</li> <li>● Identify outside professional development opportunities for teachers</li> </ul>	District and site administration		Ongoing district funding	Ongoing	Teachers attending state and/or national conferences



<p>Communicate and connect teachers to arts resources within the district and in the community</p>	<ul style="list-style-type: none"> <li>● Share Arts for All survey results</li> <li>● Publicize website resources</li> <li>● Provide an Arts Resource brochure with A.R.T./SALT information, local resources, workshop/ conference opportunities, community partnerships</li> <li>● Provide brochure to all teachers and place in new teacher packet</li> </ul>	<p>District Arts Committee and TOSA</p> <p>A.R.T.</p>		<p>CUSD &amp; LCAP</p>	<p>2017 On-going</p> <p>August 2017 &amp; Update every year-for CUSD pre service day</p>	<p>Listing of community partners and resources within the district and Claremont community</p>
<p>Develop financial partners</p>	<ul style="list-style-type: none"> <li>● Advocate for arts education in the community and its continuing financial needs</li> <li>● Generate additional funds through grants, etc.</li> <li>● Solicit community and parent contributions</li> <li>● Leverage State and District funds for maximum effectiveness</li> <li>● Solicit in-kind donations for instruments, equipment, facilities, and</li> </ul>	<p>Arts TOSA</p>		<p>CUSD &amp; LCAP</p>	<p>2016 - ongoing</p>	<p>Funding partners (i.e. CEF, Chamber of Commerce, Kiwanis, etc.)</p>

	<ul style="list-style-type: none"> <li>volunteer time</li> <li>● Build parent support for the arts</li> </ul>					
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**Administration and Program Evaluation**

<b>Goals</b>	<b>Activity</b>	<b>Person Responsible</b>	<b>Equipment Needed</b>	<b>Budget Source</b>	<b>Timeline</b>	<b>Measureable Outcomes</b>
Develop an evaluation to assess the goals of the plan (2016-2018)	<ul style="list-style-type: none"> <li>● Analyze the results of data collection at the site level</li> <li>● Report to the Board of Education the progress on the plan goals. Report out on the plan progress to the Board</li> </ul>	Arts TOSA and Arts Committee  Arts TOSA		CUSD & LCAP	Annually in March	Progress report on plan implementation
Provide coordination and promotion of arts education program in the district	<ul style="list-style-type: none"> <li>● Communicate with site principals</li> <li>● Coordinate A.R.T. activities (Summer 2016-Spring 2017)</li> <li>● Organize and scaffold district professional development activities and assess needs for the future</li> <li>● Identify and promote arts education opportunities for students during the summer and the year</li> <li>● Promote careers in the arts for students</li> </ul>	District Arts TOSA		CUSD & LCAP	Review annually	District wide arts coordination

## **Appendix**

Action plan for Year 1 – 2016-2017

Key Priorities for Year 2 – 2017-2018

**2016-2017 Implementation Plan for Arts Education, Claremont Unified School District**

<b>Focus Area: Infrastructure</b>						
<b>1<sup>st</sup> Year Goals</b>	<b>August - October Tasks</b>	<b>Nov- February Tasks</b>	<b>March – May Tasks</b>	<b>June-July Tasks</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measureable Outcomes (Evidence of Success)</b>
Train Site Arts Lead Teachers (SALT's)	<ul style="list-style-type: none"> <li>-Craft role of SALT's as an outline to share</li> <li>-Check-in with Asst Superintendent re: SALT stipend (amount + start date)</li> <li>-Craft email for Superintendent to send to Principals</li> <li>-Principals will recruit &amp; identify select teachers to serve as SALT's</li> <li>-Principal's communicate to Asst. Supt &amp; Arts Committee names of leads by Sept 15th</li> <li>-Arts Committee plans October agenda for first SALT meeting</li> <li>-Schedule meeting (pull out, after school, H.S. pull out to elementary (prof. col. Day) share plan &amp; vision for role of SALT's</li> </ul>	<ul style="list-style-type: none"> <li>-Set date for spring all team meeting (includes SALT's)</li> <li>-Communicate w/Jackie &amp; Elise to set agenda for TEAL training days</li> <li>-TEAL training for SALT's</li> </ul>	Identify 2-3 SALT's who will participate as TEAL coaches	<ul style="list-style-type: none"> <li>Arts meeting with SALT's (full day)</li> <li>Share out about TEAL training and identify anchor lessons</li> <li>Over the summer small groups will write lessons</li> </ul>	<p>Point Person(s): Asst. Supt Asst Supt of Ed Services &amp; Business Services HR Principals Arts Committee TEAL: Elise &amp; Jackie</p> <p>Budget: SALT's pull out budget estimated total = \$8500 (Oct 4, \$500; May 16, \$2,000, Summer, \$6,000)</p> <p>Release times (Oct-arts committee) (Spring-SALT's, arts committee)</p>	Identified and trained SALT's

<b>Focus Area: Content</b>						
<b>1<sup>st</sup> Year Goals</b>	<b>August - October Tasks</b>	<b>Nov- February Tasks</b>	<b>March – May Tasks</b>	<b>June-July Tasks</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measureable Outcomes (Evidence of Success)</b>
Build out Arts Resource Website using Canvas Platform	Arts Committee Canvas training (August) Krista Build website, transfer current content to website (on-going)		Collect content from SALT's (ongoing)		Arts committee resources	Launched website
<b>Focus Area: Sustainability</b>						
<b>1<sup>st</sup> Year Goals</b>	<b>August - October Tasks</b>	<b>Nov- February Tasks</b>	<b>March – May Tasks</b>	<b>June-July Tasks</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measureable Outcomes (Evidence of Success)</b>
A 40% Arts TOSA in place	Report out on plan implementation to Supt, Asst Supt, Principals (H.S) (Tasks, needs for coordination & upcoming budget)		Quarterly reports Check in on TOSA status; After January Government Budget report (funding)		Arts Team  Estimated budget for TOSA position \$21,108-\$41,351	TOSA position flown
Funding	Check in w/ Claremont Educational Foundation (CEF) on donor and other grants/resources (ongoing)		Identify key funding priorities and share what they are with Supt, Asst Supt, Principals (H.S.) (On-going)			Asst Supt Business commits to dedicated LCAP/district amount for Year 2 and Year 3 1. TOSA 2. SALT's 3. Designed Curriculum

## 2018-2019 Priorities

The members of the Arts Committee and SALT's identified the highest leverage actions to focus on during 2017-2018 if the district is not prepared to appoint a TOSA to serve as the arts coordinator. The areas below articulate those first, second and third level priorities.

