

Hawthorne School District
Strategic Plan for Arts Education
2013-2018

Overview of Strategic Planning

Arts for All

At the end of the 2011-2012 academic year, the Hawthorne School District elected to participate in *Arts for All*, a collaborative initiative developed by the Los Angeles County Arts Commission that helps school districts build their capacity to provide arts education. *Arts for All* supplies technical assistance and access to tools, district networks, and community resources that support the creation of an infrastructure for offering high-quality K-12 arts education programs. Central to this effort is the development of a strategic arts education plan that is adopted by the District's Board of Education.

Overview of Strategic Planning Process

In August 2012, an *Arts for All* planning coach, Jennifer Zakkai, was assigned to Hawthorne School District to help develop a strategic plan for arts education. Ms. Zakkai collaborated with Dr. Brian Markarian, Assistant Superintendent of Educational Services, Christine Fagnano, Principal of Prairie Vista Middle School, and Michelle Prostrollo, Project Facilitator of the A.L.L. (after school) Program to design a planning process. Instead of choosing, at the outset, to provide arts education across the District, the District had identified specific areas in which to advance arts education. They included:

- enhancing the visual and performing art programs at Prairie Vista Middle School
- infusing the arts into the A.L.L. program
- equipping K-5 teachers to use adopted arts curricula and integrate the arts into ELA curricula
- supporting the visual arts teacher at Hawthorne Math and Science Academy in growing her practice and collaborating with colleagues.

Once the arts take hold in these areas over the next several years, the District will broaden their reach to increase access to the arts for all students.

Dr. Markarian, Ms. Fagnano, and Ms. Prostrollo served as co-chairs of a Community Arts Team (CAT), which they assembled to collaborate on the development of a 5-year arts education plan. The CAT included its co-chairs; two arts teachers and a language arts teacher from Prairie Vista Middle School; an elementary principal (Jefferson) and teacher (Ramona); a high school visual arts teacher (Hawthorne Math and Science Academy); a Cabinet representative; and representatives of P.S. ARTS, an arts organization that has been partnering with public school districts in the region to provide arts education to underserved students. A Prairie Vista Middle School parent and the principal of Hawthorne Math and Science Academy also participated.

The team met from January to May 2013 in five, three-hour sessions and collaborated to

- build its knowledge of quality arts education (see attached *Summary of Quality Arts Education Components*)
- strengthen its grasp of the California Visual and Performing Arts (VAPA) Standards
- review the District Arts Policy (see attached policy)
- analyze the results from school site surveys administered to determine the current status of arts education in the District
- create a vision for arts education in the District
- develop the Strategic Directions and actions that would lead to implementing the vision.

Current Status of Arts Education in Hawthorne School District

According to the Summary of Findings in the School Arts Survey report, which analyzed data collected from the 2011-2012 school year, access to high quality arts education was quite limited, especially at the elementary level, “where there were no highly qualified teachers in the arts.” At the secondary level, there were four highly qualified teachers in the arts: one in music, one in theatre, and two in visual arts.

“Of the seven elementary schools, one provided dance instruction, two offered music, none offered theatre, five offered visual arts, and none offered media arts. Of the three secondary schools, one middle school offered music, one middle school offered theatre, all three offered visual arts, and none offered media arts.” “At the elementary level, school art programs earned consistently low survey ratings regarding the content, or quality, of student learning experiences. Standards-based materials were reportedly available to guide elementary instruction in music and visual arts only. The quality of student learning experiences appears to have been of greater focus at the middle and high school level, where teachers encouraged students’ self-expression, and utilized inquiry-based and problem-solving instructional strategies, when arts instruction was available.”

“Integrated instruction was reportedly used at both school levels, but more notably in the secondary schools.”

At the elementary level, “None of the school budgets included expenditures for arts education. Also, most arts were taught in regular classrooms rather than in a dedicated space. Teachers rated the availability of instructional materials as poor to fair.” For the performing arts, lack of creative space was cited as the biggest barrier to increasing the quality of arts instruction. “For music and media arts, it was instruments and equipment. For the visual arts, it was mainly teaching materials and supplies.” At the secondary level, “school budgets varied in size and scope.” Two spent theirs on teacher compensation; two spent some on curriculum materials, and one on assemblies.

“None of the budgets at either school level included resources for professional development arts education.”

“The amount of instruction students received in each arts discipline during the year varied across schools.” Elementary students received anywhere from eight hours of instruction (in music) to seven and fourteen in visual arts. “Some dance and music performance opportunities were available.” “More opportunities were provided for middle school students to showcase their talents and art projects. High school visual arts projects were exhibited once or twice around the school, elsewhere in the district, or occasionally in the community.”

“Parent awareness about art education was considered low at the majority of schools, with the exception of elementary student performances (ranging from low to fair).”

Key barriers to increasing quality arts instruction cited by principals and teachers included: inadequate budgets, facilities, and materials; lack of teaching time; and API prioritizing over art education.

Practical Vision

After examining a summary of the survey results, the Community Arts Team envisioned that by 2018 arts education in HSD will include:

- Inclusive and accessible arts programs
- Comprehensive, standards-based, sequential arts curricula
- Credentialed and experienced staff
- Arts integration and cross-curricular collaboration
- Empowered student artistic expression
- Spontaneous and planned student performances and exhibits
- Meaningful interactions with professional art
- Inspiring, on-going partnerships with artists and arts organizations
- Sufficient, sustained funding and resources.

Strengths and Challenges

The team identified the strengths the District could build on and the challenges it would face as it moved toward enacting the Practical Vision.

Strengths	Challenges
<ul style="list-style-type: none"> • District (Board, administrators, teachers, parents) support for the arts • Music, Art, Drama, Choir programs at PVMS • PVMS staff coordinates arts programs • Rich instructional materials and corresponding resources (Music, Art, Drama) • Jefferson Elementary involved with Harmony Project; 2nd & 3rd graders have instruments, which increases middle school readiness • Partnerships with organizations, such as the Broad and the Getty, that provide opportunities for attending performances and arts activities • Participation in the TAKE PART festival • After school programs have two performances a year for parents • Performing Arts Center at PVMS • High school students must have a year of art, which ensures funding for materials • College reps from art schools visit high schools and provide information about careers • Multicultural Fair at HS engages parents as volunteers • Dual-Immersion salsa dance group 	<ul style="list-style-type: none"> • Insufficient state and federal resources to <ul style="list-style-type: none"> ○ support and expand arts programs ○ provide professional development ○ secure materials and resources • Unrecognized benefits of arts: state and federal mandates often restrict access to the arts • Inadequate accountability measures • Untrained generalists in arts instruction and integration • Pressure re: reliance on language arts and math test scores generates fear about implementing arts-infused teaching and learning • Restricted instructional scheduling [PVMS] • Scheduling conflicts re: events/assemblies [PVMS] • Competing priorities for families re: time and resources • Insufficient personnel to coordinate and seek funding for arts programs • Overly cumbersome, time-depleting federal grant process

Strategic Directions

To come up with the Strategic Directions that would focus the plan, the Community Arts Team asked, *What innovative, substantial actions can we take to deal with the challenges and move toward our vision?* It then developed strategies for achieving the goal embedded in each Strategic Direction.

Strategic Direction (Goal)

Strategies



Establish sequential courses of study in all four arts disciplines.

Integrate the Arts Across the Curriculum:

- Develop a plan for sequential, standards-based arts integration.
- Plan the incorporation of the arts into core subjects (e.g. integrating the arts with inquiry-based themes in Language Arts adoptions).
- Combine standards in arts and other disciplines.

Offer Arts Activities During Non-Instructional Time — e.g.

- Offer free elective to all students during 1st trimester
- Provide after school programs
- Use recess and lunch periods creatively to provide arts experiences.

Provide professional development in arts integration (e.g. coaching model using in-class demo lessons) and in arts instruction.

Structure collaborative planning time for arts specialists and generalists or other core discipline teachers.

Develop and implement on-going evaluation.

Develop new/continuing partnerships with arts organizations to deliver arts instruction and provide experiences of exhibits and performances.

Hire an arts coordinator to oversee program management and curricula development.

Strategic Directions (Goals)

Strategies



Allocate Resources to Seek Funding — e.g. Offer time or extra pay to district/school staff to seek federal and state grants and partnerships.

Seek federal, state, and local grants.

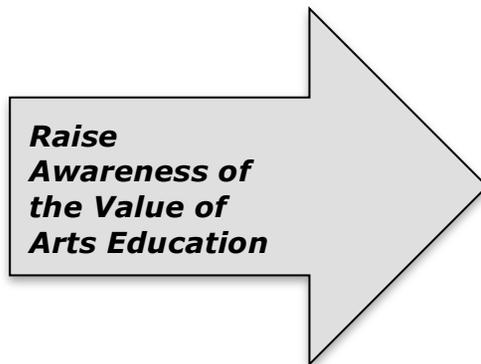
Conduct Fundraising events to support programs and trips, and buy supplies.

Engage PTO in fundraising.

Cultivate Partnerships:

- Build partnerships with universities to utilize student teachers
- Seek foundation grants from arts organizations.

Hire an Arts Coordinator to oversee fund-raising (as well as program management and curricula development).



Demonstrate the Value of Providing Arts Education — e.g.

- Identify and disseminate research/literature that supports benefits of arts education
- Use research-based local arts resources for arts implementation accountability measures.

Showcase Student Accomplishments in the Arts by inviting district personnel, community members, and parents to exhibitions and performances of student work at school sites and other venues.

Provide advocacy training to district/community members.

Implementation Plans — 2013-2018

Prairie Vista Middle School
HSD A.L.L. (After School) Program
Elementary Grades
Hawthorne Math and Science Academy
Hawthorne School District

Prairie Vista Middle School – Phase I/Year 1 (2013-2014)



Provide Access to Quality Arts Education for All Students

Strategy: **Incorporate the arts into core subjects.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
Develop a collaboration schedule by grade level with Fine Arts teachers & Dept. head of LA/SS (AP) (Tri 1)	Begin collaborating —Determine Fine Arts Forms (Tri 1) (Teachers)	Showcase student artistic expression combining Fine Arts & Social Studies (End of Tri II) (T)	Meet to discuss curriculum for third trimester & how effective Tri II was (Tri III) (T)	Art, Music, Theatre \$10,000 LA/SS \$15,000	Principal
Develop a master schedule that is flexible re: student needs (Tri 1)	Implement 2 nd Trimester grade-based electives (Tri 2) (C& P)	Create (Mid Tri II) & distribute (End Tri II) a Parent Feedback Form on Arts Integration (at Showcase) (T)	Hold a culminating event at the end of year in the new Performing Arts Center (Tri III)	Funding Sources: Grants Fundraisers ASB Title 1 Donation Drives	Assistant Principal Teachers

Prairie Vista Middle School – Years 2-5 (2014-2018)



Provide Access to Quality Arts Education for All Students

Strategies	Phase II Actions		Phase III Actions	
	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Provide PD in arts integration and arts instruction.	Research and secures services of arts integration PD providers Provide PD opportunities to arts specialists			
Integrate the art across the curriculum.	Continue incorporation of VAPA standards in LA/SS classes	Introduce VAPA standards into Science	Continue to incorporate VAPA standards into Science	Introduce VAPA standards into Math
Structure collaborative planning time.	Arts and LA/SS collaborate on developing and delivering integrated lessons			
Develop & implement on-going evaluation.	Modify/alter programs as needed by grade level			
Offer arts activities during non-instructional time.	Lunch arts activities (5 teachers /month volunteer 2 lunches a month) • Karaoke • Jam sessions • Visual art activities • Improvisation/charades After school guitar			
		After school ukulele		

Prairie Vista Middle School – Phase I/Year 1 (2013-2014)



Raise Awareness of the Value of Arts Education

Strategy: **Showcase student accomplishments in the arts.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
<p>Invite parents, district personnel, Board members, and community members to performances</p> <p>Back to School Nights</p> <ul style="list-style-type: none"> • drama performances • new work (advanced theatre arts, advanced visual art, results of art and LA/SS collaboration) 	<p>Present End of Trimester Showcase (5-6 p.m.)</p> <ul style="list-style-type: none"> • Music • Choir • Theatre • Art Gallery <p>Go out into the community</p> <ul style="list-style-type: none"> • Tree lighting • Pet extravaganza • Put art up in community 	<p>Present End of 2nd Trimester Showcase (5-6 p.m.)</p> <ul style="list-style-type: none"> • Music • Choir • Theater • Art Gallery 	<p>Open House</p> <ul style="list-style-type: none"> • Music – Choir & Guitars • Theatre • Art Gallery <p>Go out into community</p> <ul style="list-style-type: none"> • TAKE PART Art Festival • Taste of Hawthorne • Put up art in community 	<p>Needed:</p> <ul style="list-style-type: none"> • Easels • Display cases <p>Possible sources:</p> <ul style="list-style-type: none"> • General donations • Ed Foundation • Herb Albert 	<p>Teachers [Art, Theatre, Music, LA/SS]</p> <p>Principal</p> <p>Assistant Principal</p>

Prairie Vista Middle School – Years 2-5 (2014-2018)



Raise Awareness of the Value of Arts Education

Strategies	Phase II Actions		Phase III Actions	
	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Showcase student accomplishments in the arts.	Continue Showcasing			
Provide advocacy training to district and community members.	Research and secure the services of advocacy training providers – Arts for LA			
	Provide 3 training sessions Engage Hawthorne community in 2 events to raise awareness of arts education.	Provide training as needed		
Demonstrate the value of providing arts education.	Compile, analyze, and share PVMS data from program evaluation and, as applicable, test scores			

HSD A.L.L. (After School) Program – Years 2-5 (2014-2018)



Provide Access to Quality Arts Education for All Students

	Phase II Actions		Phase III Actions	
Strategies	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Design and deliver additional arts integration training.	Research and secure the services of arts integration expert to help train staff	Secure the services of arts integration expert to help train staff	Secure the services of arts integration expert to help train staff	Secure the services of arts integration expert to help train staff
Observe and provide feedback to Program Leaders implementing projects.	Monitor and adjust program progress Evaluate overall program re: quality and impact of arts integration	Monitor and adjust program progress Evaluate overall program re: quality and impact of arts integration	Monitor and adjust program progress Evaluate overall program re: quality and impact of arts integration	Monitor and adjust program progress Evaluate overall program re: quality and impact of arts integration
Provide quality instruction in the arts	Research and select arts specialists to design and deliver arts learning	Hire arts specialists (using supplemental resources) to design and deliver arts learning Evaluate arts instruction	→	→

HSD A.L.L. (After School) Program – Phase I/Year 1 (2013-2014)



Secure Resources to Expand and Sustain Resources

Strategy: **Seek grants to support arts learning in A.L.L. programs.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
Research and apply for 2-3 grants to support on-going arts integration training (by 8/30)	Research and apply for 2-3 grants for 2014-2015 to <ul style="list-style-type: none"> • support arts integration training • support student learning in the arts 			\$0	Project Facilitator - A.L.L. Program

Years 2-5 (2014-2018)

	Phase II Actions		Phase III Actions	
Strategy	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Seek grants to support arts integration and arts instruction	Research and apply for 2-3 grants for 2014-2015/16 as necessary Implement grant requirements for life of grant cycle	Implement grant requirements for life of grant cycle	Research and apply for 2-3 grants for 2016-2017/18 as necessary Implement grant requirements for life of grant cycle	Implement grant requirements for life of grant cycle

HSD A.L.L. (After School) Program – Phase I/Year 1 (2013-2014)



Raise Awareness of the Value of Arts Education

Strategy: **Present student work at outside events.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
	Coordinate student performances and exhibits at LIGHTS ON events <ul style="list-style-type: none"> • within HSD (10 events) • with LLC (1 Festival) 		Celebrate arts integration component of A.L.L. at evening or weekend event	ASES Funding	Project Facilitator - A.L.L. Program

Years 2-5 (2014-2018)

Strategy	Phase II Actions		Phase III Actions	
	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Present work at outside events. <ul style="list-style-type: none"> • within HSD (10 events minimum) • with LLC (1 Festival) 	Coordinate student performances and exhibits at LIGHTS ON events, other weekend or evening events			→
				→
				→

Elementary Grades – Phase I/Year 1 (2013-2014)



Provide Access to Quality Arts Education for All Students

Strategy: **Use recess and lunch periods creatively to provide experiences in the arts.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
Gather a leadership team to create a framework of art activities	Train staff to set up, supervise and clean up art areas	Implement art activities at each school site over a three-month period	Leadership team identifies and posts student work in locations in community to display students' art (grocery stores, malls, etc.)	Stipends Materials	Elementary CAT member (Tami Adams)
Identify individuals to lead art activities at each school site	Purchase, create, and organize needed materials (by 11/13)	Seek to acquire display cases for outside walls	Leadership team and staff display art work around school		Principal CAT member (Wendy Ostensen)
					Lead Teachers



Secure Resources to Expand and Sustain Arts Education

Strategy: **Conduct fundraisers to support non-instructional time-based arts activities.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
Compile a list of ways for each school to raise funding e.g. grants; read-a-thon; jog-a-thon; catalogue sale; donations from parents; arts show; auction; goodie sale after school.	Select fundraisers appropriate for each school				Elementary CAT member
	Implement fundraisers				Principal CAT member

Hawthorne Math and Science Academy – Years 1-3



Provide Access to Quality Arts Education for All Students

Strategies	Year 1 Actions	Year 2 Actions	Year 3 Actions
Visual Arts teacher engages in professional development (Art education; Photography; Contemporary Sculpting; Pottery).	Find 2 professional development conferences in visual arts and in integrating visual arts Send in applications	Take part in conferences — learn and network Apply to practice by developing and implementing units and lesson plans and continuing to use formative assessments	Share model units and lessons with colleagues in the district/region
Visual Arts teacher collaborates with colleagues to create Interdisciplinary Projects.	Ask for adjustment for prep periods to overlap with those of colleagues in Math, Science, or English [Collaborate with core subject teacher at regular intervals to create integrated lessons	Conduct summative assessments to determine effectiveness of lessons [Construction of 3D Art — model of airplane, architecture, mobiles, etc.]
Improve facilities.	Make the case to district for facilities improvements Class sinks (\$10,000) Digital cameras (\$1,000) Color printers (\$1,000) Research donations from companies and local community businesses	<ul style="list-style-type: none"> • Begin creating an environment that supports arts learning • Plan the location for facilities adjustments • Receive funding from district or through donations • Research and purchase equipment 	Complete renovation of classroom as art studio
Conduct museum/gallery field trips.	Raise funds for buses: \$1,000-\$1,500 annually	Plan annual visits with museum coordinators	Take students on annual visits to Getty, MOCA, LACMA

Hawthorne School District – Phase I/Year 1 (2013-2014)



Provide Access to Quality Arts Education for All Students

Strategy: **Establish policies to promote learning in and through the arts.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
Review district art policy and determine how to fully implement across schools	Provide professional development in arts for teachers (ES specifically)	Conduct inventory of program components	Identify program components for utilization in 2014-2015	\$0 \$5,000 Professional Development Funds	Assistant Superintendent of Ed Services (Dr. Markarian)

Years 2-5 (2014-2018)

Strategies	Phase II Actions		Phase III Actions	
	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Integrate arts across the curriculum.	Strategize how to teach the arts within allocated instructional minutes			
	Support teachers in using arts connections in <i>Imagine It!</i>			
Offer arts activities during non-instructional time.	Identify partnerships and resources for individual schools			

Hawthorne School District – Years 2-5 (2014-2018) – Provide Access Cont’d

Strategies	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Support use of adopted arts programs.	Design and deliver PD on adopted arts programs and standards	Continue support of adopted arts programs	→	

Hawthorne School District – Phase I/Year 1 (2013-2014)



Secure Resources to Expand and Sustain Arts Education

Strategy: **Cultivate partnerships.**

Actions June-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
Identify available resources (contacts, partners, grants, providers) Solicit, secure partners and funding Admin: logistics (schedule services) Identify a liaison to work with partners (arts coordinator?) Conduct Teacher Orientation with partners	Identify partnerships for 2014-2015 Formalize agreements with partners Conduct donation drives for materials Engage students in exhibits and performances	Identify universities and grants for 2014-2015	Secure universities and partnerships Begin grant process	Compensation for extra time spent	Arts Coordinator or Art for All Coach serving as coordinator

Hawthorne School District – Years 2-5 (2014-2018)



Secure Resources to Expand and Sustain Arts Education

Strategies	Phase II Actions		Phase III Actions	
	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Cultivate partnerships.	Continue to secure grant funding			→
	Expand and increase partnerships			→
Engage PTO/PTA in raising funds.	Fundraising efforts			→
Recruit Arts Coordinator.	Develop job description for arts coordinator	Utilize coordinator for securing resources and program development		→
	Recruit and select Arts Coordinator			

Hawthorne School District – Phase I/Year 1 (2013-2014)



Raise Awareness of the Value of Arts Education

Strategy: **Showcase student accomplishments in the arts.**

Actions July-Sept 2013	Actions Oct-Dec 2013	Actions Jan-March 2014	Actions April-June 2014	Preliminary Budget Implications	Person(s) Responsible
Investigate opportunities for students	Recognize student accomplishments at Board meetings			\$0	District Office
Disseminate Strategic Plan to schools and teachers	Spotlight student opportunities/accomplishments/arts integration in district publications (“School News”), district web page				School Sites
Encourage student participation at Back to School events		Encourage student participation in arts at Open Houses			

Years 2-5 (2014-2018)

Strategy	Phase II Actions		Phase III Actions	
	Year 2/2014-2015	Year 3/2015-2016	Year 4/2016-2017	Year 5/2017-2018
Demonstrate value of providing arts education.	Obtain research and literature supporting arts Summarize literature and disseminate to stakeholders (at showcases, openings, etc.) Develop arts vocabulary with and among stakeholders	Summarize and share findings re: student achievement in PVMS, A.L.L., Elementary, and HMSA programs		

**Hawthorne School District Community Arts Team
January-May 2013**

Co-Chairs

Dr. Brian Markarian, Assistant Superintendent of Educational Services

Christine Fagnano, Principal, Prairie Vista Middle School

Michelle Prostrollo, Project Facilitator - A.L.L. Program

Members

Shelley Rose, Assistant Superintendent of Human Resources

Wendy Ostensen, Principal, Jefferson Elementary School

Youngsook Kang, Visual Arts, Hawthorne Math and Science Academy

William Miller, Music, Prairie Vista Middle School

Linda Smisko, Visual Arts, Prairie Vista Middle School

Jennifer George, Language Arts, Prairie Vista Middle School

Tami Adams, Grade 3, Ramona Elementary School

Dr. Kristen Paglia, Executive Director, Education and Programs, P.S. ARTS

Amy Knutson, Education & Programs Assistant, P.S. ARTS

Arts for All Planning Coach

Jennifer Zakkai

Attachments

Summary of Quality Arts Education Components

CONTENT

Standards-based Curriculum: Arts programs and curriculum are standards-based, sequential, and articulated throughout K-12 grade levels.

Instruction & Methodology (Pedagogy): Instruction guides students to standards-based proficiency; arts disciplines are core subjects and authentically integrated.

Student Assessment: is standards-based and reflects the essential skills and knowledge specific to each art form.

Professional Development: School and district leaders implement effective professional development that advances the practice of generalists, arts specialists, and teaching artists.

INFRASTRUCTURE

Program Administration & Personnel: The arts education policy, plan, and budget are supported by the school board and district administration; those providing arts instruction have extensive knowledge and training; the district has a coordinator for the arts.

Resources & Facilities: Funding for arts programs is ongoing and sustainable; funds are allocated for instructional materials and equipment. Facilities meet the unique requirements of each arts discipline.

Partnerships & Collaborations: The visual and performing arts program and curriculum are enhanced through relationships with artists and artistic resources in the community.

SUSTAINABILITY

Program Evaluation: Ongoing evaluation is conducted on a regular basis; evaluation results are used to develop and refine arts education programs.

Communication & Advocacy: Arts education program policies and activities are carried out in a transparent and collaborative manner. School and district leaders communicate the value of arts learning to faculty and parents and invite community leaders to student exhibitions and performances.

[Based on Components of Quality Arts Education from CAAE's *Insider's Guide to Arts Education Planning*]

Hawthorne ESD
Board Policy
Visual And Performing Arts Education

BP 6142.6
Instruction

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts.

(cf. 6143 - Courses of Study)
(cf. 6146.1 - High School Graduation Requirements)

The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The district's standards shall meet or exceed state content standards for each of these disciplines.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands:

1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline
2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works
3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline
4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts
5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers

(cf. 6141 - Curriculum Development and Evaluation)

The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation. In addition, the Board encourages teachers to incorporate a variety of media and technologies into lessons, presentations, and explorations in each of the arts disciplines.

- (cf. 0400 - District Technology Plan)
- (cf. 1312.2 - Complaints Concerning Instructional Materials)
- (cf. 6161 - Equipment, Books and Materials)
- (cf. 6161.1 - Selection and Evaluation of Instructional Materials)
- (cf. 6161.11 - Supplementary Instructional Materials)
- (cf. 6161.3 - Toxic Art Materials)
- (cf. 6162.6 - Use of Copyrighted Materials)
- (cf. 6163.1 - Library Media Centers)

The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials.

- (cf. 4131 - Staff Development)

The Superintendent or designee shall encourage, as a supplement to teacher instruction, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

- (cf. 1230 - School-Connected Organizations)
- (cf. 1240 - Volunteer Assistance)
- (cf. 1260 - Educational Foundation)
- (cf. 1700 - Relations between Private Industry and the Schools)
- (cf. 3290 - Gifts, Grants and Bequests)
- (cf. 6020 - Parent Involvement)
- (cf. 6153 - School-Sponsored Trips)

The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation of arts education at each grade level and program effectiveness in enabling students to meet academic standards.

- (cf. 0500 - Accountability)

Arts and Music Block Grants

Any state funding received through arts and music block grants shall be used only for hiring additional staff, purchasing new materials, books, supplies, and equipment, and/or implementing or increasing staff development opportunities as needed to support

standards-aligned arts and music instruction. (SB 77, Item 6110-265-0001, Statutes of 2007)

The Board shall distribute block grant funds to all district schools on the basis of an equal amount per student or the minimum school site allocation specified in the state budget, whichever is greatest. (SB 77, Item 6110-265-0001, Statutes of 2007)

However, the Board may allocate block grant funds for districtwide expenditures that support program purposes on behalf of all district schools. If the Board elects to do so, it shall adopt a resolution at a public meeting which specifies how the funds will be allocated among schools and for districtwide purposes and the reasons for those allocations. Prior to the public meeting, the Board shall inform school site councils, schoolwide advisory groups, or school support groups, as applicable, of the content of the proposed resolution and of the time and location where the resolution is proposed to be adopted. (SB 77, Item 6110-265-0001, Statutes of 2007)

(cf. 1220 - Citizen Advisory Committees)
(cf. 9320 - Meetings and Notices)

Legal Reference:

EDUCATION CODE

8820-8830 Arts Work Visual and Performing Arts Educational Program

8950-8957 California summer school of the arts

32060-32066 Toxic art supplies

35330 Field trips

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

60200-60206 Instructional materials, elementary schools

60400-60411 Instructional materials, high schools

99200-99206 Subject matter projects

UNCODIFIED STATUTE

SB 77, Ch. 171, Statutes of 2007, Item 6110-265-0001 Arts and music block grant

Management Resources:

CSBA PUBLICATIONS

Maximizing School Board Leadership: Curriculum Development, 1996

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12, 2004

Visual and Performing Arts Content Standards, January 2001

Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001

WEB SITES:

CSBA: <http://www.csba.org>
Arts Education Partnership: <http://aep-arts.org>
California Alliance for Arts Education: <http://www.artsed411.org>
California Arts Council: <http://www.cac.ca.gov>
California Art Education Association: <http://www.caea-arteducation.org>
California Association for Music Education: <http://www.calmusiced.com>
California Dance Education Association: <http://www.cdeadance.org>
California Department of Education, Visual and Performing Arts:
<http://www.cde.ca.gov/ci/vp>
California Educational Theatre Association: http://www.cetoweb.org/ceta_pages
The California Arts Project: <http://csmp.ucop.edu/tcap>

Policy HAWTHORNE SCHOOL DISTRICT
adopted: September 24, 2003 Hawthorne, California
revised: April 16, 2008

Hawthorne School District
Practical Vision
 Final Draft — April 17, 2013

What will be in place in 3-5 years as a result of our actions?

Credentialed & Experienced Staff	Arts Integration & Cross-Curricular Collaboration	Spontaneous & Planned Student Performances & Exhibits	Comprehensive, Standards-Based Sequential, Arts Curricula	Meaningful Interactions with Professional Art	Inspiring, On-Going Partnerships with Artists & Arts Organizations	Inclusive & Accessible Arts Programs	Sufficient, Sustained Funding & Resources	Empowered Student Artistic Expression
Full Time [teachers] 2 Art 2 Music (instrumental) 1 Choral 1 Dance	Art/music projects that blend w/curriculum, support, strengthen, & deepen mastery	Students perform on stages around campus before/lunch/after dance, music, routine	Sequential Beginning Intermediate Advanced (Band Strings)	Field trips to galleries/ museums/ performances	Collaboration with professional artists and companies	Arts programs at all Hawthorne schools	Identified funding streams for sustainable arts education	Dynamic, spirited student leadership
Full time dance teacher & classes	Collaboration arts & academics	Visual display of artwork throughout school/year	Clear articulation of learning progressions across K-12	Exposure to all kinds of music	Guest artists in classrooms	High school that has music	Opportunity for students to purchase own instruments (low cost/donations)	Learning experiences informing their artistic expression
Professional development that leads to knowledge of our adapted programs, materials & standards	Collaboration between students and disciplines	Marching band or drumline	Vocational/ career-readiness training offered at HS level	Class fieldtrips concerts, museums, galleries (more opportunities)	Established partnerships with non-profits and other organizations	Guitar & drum groups engage reluctant musicians	Field trip funding	
	Professional development that leads to knowledge of our adapted programs, materials & standards	Galleries throughout the year of student art from art classes as well as core classes (appreciate & reflect)	Sequential technical training and supplemental electives		Guest performances (school wide)	Art activities are available to students during recess and lunch	Environment & materials are accessible	
	Arts integrated with academics	Opportunities to travel to perform	Simple sequential skills are taught from K-12				Support from community & parents (family)	
			Sequential curriculum				More funding	