

**SUPPLEMENTARY MATERIALS RELATED TO QUESTIONNAIRE SUBMITTED TO CANDIDATES
FOR SCHOOL BOARD, 2014**

From “An Unfinished Canvas -- Arts education in California: Taking Stock of Policies and Practices”
Stanford Research Institute 2007

Overview of Arts Education in California

89% of California K-12 schools fail to offer a standards-based course of study in all four disciplines—music, visual arts, theatre, and dance—and thus fall short of state goals for arts education.

Methods of delivering arts instruction vary by school level, often resulting in a limited experience at the elementary level and limited participation at the secondary level.

61% of schools do not have even one full-time-equivalent arts specialist, although secondary schools are much more likely than elementary schools to employ specialists.

At the elementary level, arts instruction is often left to regular classroom teachers, who rarely have adequate training.

Arts facilities and materials are lacking in most schools.

Standards alignment, assessment, and accountability practices are uneven in arts education, and often not present at all.

Arts Education in Elementary Schools

90% of elementary schools fail to provide a standards-aligned course of study across all four arts disciplines.

Elementary students who receive arts education in California typically have a limited, less substantial experience than their peers across the country.

Inadequate elementary arts education provides a weak foundation for more advanced arts courses at the secondary level.

Arts Education in Middle and High Schools

96% of California middle schools and 72% of high schools fail to offer standards-aligned courses of study in all four arts disciplines.

Secondary arts education is more intense and substantial than elementary arts education, but participation is limited.

Change Over Time in Arts Enrollment

According to a 2009 survey by the Legislative Analyst Office, since the state budget crisis began 60% of school districts surveyed have cut arts programs and another 20% have eliminated them altogether.

Unequal Access to Arts Education

Students attending high-poverty schools have less access to arts instruction than their peers in more affluent communities.

Barriers to Meeting the State's Arts Education Goals

Inadequate state funding for education is a top barrier to the provision of arts education, and reliance on outside funding sources, such as parent groups, creates inequities.

Pressure to improve test scores in other content areas is another top barrier to arts education.

At the elementary level, lack of instructional time, arts expertise, and materials are also significant barriers to arts education.

Sources of Support for Arts Education

Districts and counties can play a strong role in arts education, but few do.

Schools are increasingly partnering with external organizations, but few partnerships result in increased school capacity to provide sequential, standards-based arts instruction.

State Policy-makers

Increase and stabilize education funding so that districts can develop and support a standards-based course of study in each of the four arts disciplines.

Strengthen accountability in arts education by requiring districts to report on the arts instruction provided, student learning in the arts, and providers of arts instruction, and by supporting the development of appropriate, standards-aligned assessments for use at the state and district levels.

Rethink instructional time to accommodate the state's goals for meeting proficiency in English-language arts and math, while still providing access to a broader curriculum that includes the arts.

Improve teacher professional development in arts education, especially at the elementary level, and consider credential reforms.

Provide technical assistance to build districts' capacity to offer comprehensive, standards-based arts programs.

School and District Leaders

Establish the infrastructure needed to support arts programs by developing a long-range strategic plan for arts education, dedicating resources and staff, and providing for the ongoing evaluation of arts programs.

Signal to teachers, parents, and students that the arts are a core subject by providing professional development for teachers and establishing assessment and accountability systems for arts education.

Parents

Ask about student learning and progress in the arts, and participate in school and district efforts to improve and expand arts education.

Advocate for comprehensive arts education at the state and local levels.

FROM “CHAMPIONS OF CHANGE” THE IMPACT OF ARTS ON LEARNING ARTS EDUCATION PARTNERSHIP

WHAT THE ARTS CHANGE ABOUT THE LEARNING EXPERIENCE

RECOMMENDATIONS OF Accountability in Arts Education: Building a Statewide System of Reciprocity – California Alliance for Arts Education

Commit to Full Implementation of Existing Policies

- Evaluate statewide awareness, understanding, and implementation of existing arts education policies across all stakeholder sectors, and establish a multi-sector action plan to improve implementation of these policies.
- Establish a coordinated infrastructure of individual and institutional accountability for full, equitable, and consistent implementation of local and state arts education policies at the local and state levels across all stakeholder sectors.
- **At the local level, implement board policy and a strategic arts education plan.**

Establish Policies that Ensure Arts Education for All Students

Adequate Funding

- Establish state and local policies that ensure consistent, adequate funding for the development, implementation, and assessment of comprehensive arts programs in all schools.
- Maintain Arts and Music Block Grant funding in the State budget as an investment in providing adequate funding for the provision of quality arts instruction for all California students. **At the local level, spend the Arts and Music block grant on the arts.**

Effective Reporting Mechanisms

- Expand upon the existing School Accountability Report Card (SARC) indicator related to textbooks and instructional materials to address local visual and performing arts policies, teacher quality, assessment methods, frequency and duration of instruction, and equitable student access to programs and courses.
- Maintain and periodically review and update the California Department of Education’s reporting requirements for the appropriate use of Arts and Music Block Grants.
- Assess and ensure accurate reporting of arts-related teacher and course enrollment data in the California Basic Educational Data System (CBEDS). Expand the CBEDS to include dance and theatre as discrete subject areas on the County District Information Form and Professional Assignment Information Form.
- Establish a community advisory committee in every school district comprised of parents, school and district personnel, community members, and students, to monitor and report annually to each school board on the state of the arts in that district.

Content Standards and Instructional Materials Adoption

- Encourage local school board adoption of the State arts content standards.
- Establish district arts policies requiring that all in-school and afterschool arts instruction is based on the arts standards adopted by the district.
- Ensure the Curriculum Commission’s identification, review, and adoption of high-quality, standards-based K-12 instructional materials in all four arts disciplines (dance, music, theatre, and visual arts).

Qualified Teachers

- Establish a consistent, coordinated statewide system of fundamental preservice training and in-service professional development in standards-based arts instruction and integration for all teachers.
- Evaluate and enforce coursework requirements for the elementary Multiple Subjects Credential (SB 2042), including the visual and performing arts.
- Include The California Arts Project in the reauthorization of the California Subject Matter Projects.
- Establish Single Subject Credentials in dance and theatre at the State level.

Equitable Scheduling and Enrollment

- Evaluate scheduling and enrollment patterns of arts courses to gauge the equity of PreK-12 programs.
- Establish policies that create equal access to standards-based dance, music, theatre, & visual arts instruction for all elementary and secondary students during the regular school day.

Expand Practices that Support Arts Learning

Needs Assessment and Strategic Planning

- Invest Arts and Music Block Grants and local resources in ongoing needs assessment, strategic planning, and evaluation at the school and district level in order to develop and maintain quality arts programs.
- Include visual and performing arts targets in the Single Plan for Student Achievement (SPSA) at the school level.

Quality Curricula, Professional Development, and Instruction

- Ensure the Curriculum Commission's identification, review, and adoption of high-quality, standards-based K-12 instructional materials in all four arts disciplines (dance, music, theatre, and visual arts).
- Provide a sequential, coordinated system of professional development opportunities in discrete and integrated arts instruction for beginning and experienced classroom teachers, arts specialists, and administrators.
- Align local and State high school graduation requirements for the Visual and Performing Arts with UC/CSU admissions requirements in these subjects.

Effective Assessment of Arts Learning

- Establish, document, and disseminate effective district-level standards-based formative, summative, and performance assessment models in the visual and performing arts.
- Establish standards-based criteria for inclusion of the arts as an adopted course of study on elementary report cards in districts statewide.