

**VISUAL AND PERFORMING ARTS EDUCATION**

The Governing Board recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades. The Board encourages all teachers to use the arts to facilitate learning in the subjects they teach.

The Governing Board supports a comprehensive curriculum that includes arts education as part of the program for all students as stated in the California Department of Education *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* (1996) and the *California Visual and Performing Arts Content Standards K-12*. Students shall have the opportunity to continually improve artistic skills, create and/or perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

*(cf. 6143 – Courses of Study)*

*(cf. 6146.1 – High School Graduation Requirements)*

The Superintendent or designee shall encourage the integration of community arts resources into the school program. Students shall have the opportunities to attend musical and theatrical performances, observe the work of accomplished artists and work directly with visiting artists.

In addition, the Superintendent shall establish procedures to implement board policies and to provide for the ongoing review, evaluation, and development of the district's arts education program.

*Legal Reference:*

EDUCATION CODE

*8810-8820 Arts Education*

*8950-8958 California summer school of the arts*

*51225.3 Graduation requirements*

*Management Resources:*

CDE PUBLICATIONS

*The Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade Twelve, 1996*

Policy  
adopted: February 27, 2001

**PASADENA UNIFIED SCHOOL DISTRICT**  
Pasadena, California

BOARD OF EDUCATION  
PASADENA UNIFIED SCHOOL DISTRICT  
PASADENA, CALIFORNIA

RESOLUTION NO. 1,648

RESOLUTION FOR ARTS EDUCATION IN THE  
PASADENA UNIFIED SCHOOL DISTRICT

WHEREAS, the Pasadena Board of Education recognizes that arts education, including dance, music, theater, and visual arts, is an integral part of basic education for all students; and

WHEREAS, arts education enables students to develop critical and creative thinking skills, initiative, discipline, and perceptual abilities that extend to all areas of life; and

WHEREAS, the Pasadena Board of Education adopted the California Visual and Performing Arts Content Standards on January 28, 2003; and

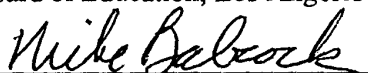
WHEREAS, the Pasadena Unified School District encourages all schools and teachers to use the arts to facilitate learning in the other subjects of the core curricula, including history, geography, language arts, math and science; and

WHEREAS, the Pasadena Unified School District recognizes that weekly instructional time, credentialed staff (arts teachers in dance, music, theater, and visual arts, general classroom teachers and an arts coordinator), community arts resources, facilities, supplies, and curriculum materials are all necessary to implement a quality arts program; and

WHEREAS, fundamental to the success of arts education is a continuing program of standards based in-service for the staff, to improve their ability to deliver quality arts instruction across all curriculum areas and to maximize the opportunities for student achievement; and

BE IT RESOLVED, that the Board of Education of the Pasadena Unified School District directs the superintendent (or designee) to develop a budget plan, and on-going review, evaluation and development of the Pasadena Unified School District's arts education program.

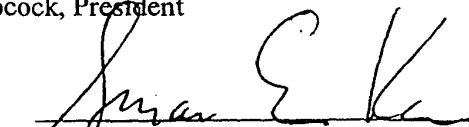
PASSED, ADOPTED, AND ADOPTED this 27<sup>th</sup> day of May 2003, at the regular meeting of the Pasadena Unified School District Board of Education, Los Angeles County, California.



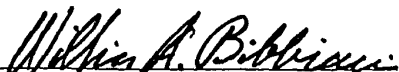
Mike Babcock, President



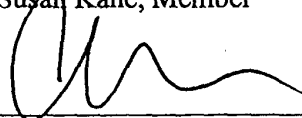
Ed Honowitz, Vice President



Dr. Susan Kane, Member



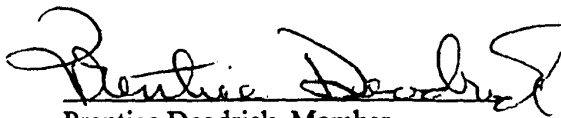
William A. Bibbiani, Member



Esteban Lizardo, Member



Peter Soeltes, Member



Prentice Deadrick, Member

PASADENA UNIFIED SCHOOL DISTRICT - Arts for All  
 Community Arts Team/District Arts Team recommends that PUSD adopt this three Phase Plan for comprehensive, sequential, standards-based arts education for all students.

STANDARDS-BASED CURRICULUM	PHASE THREE - FULL IMPLEMENTATION & COMMUNITY PARTICIPATION	PHASE TWO - IMPLEMENTATION & EXPERIMENTATION	PHASE ONE - PLANNING & RESOURCE BUILDING
INSTRUCTION & METHODOLOGY	Standards-based Arts Education Curriculum will be provided in all four arts disciplines to all PUSD students Pre-K through 12.	The plan to provide Standards-based Arts Education Curriculum in all four art forms to students Pre-K - 12 will be implemented and refined.	PUSD will develop a plan to provide Standards-based Arts Education Curriculum in all four art forms to all students Pre-K - 12. PUSD will develop an arts education delivery system for all four arts disciplines as both discrete and integrated subject matter for every grade level that will guide instruction by teachers, 'Specialists,' and community artists and arts organizations.
STUDENT ASSESSMENT	Student learning in all four art forms will be regularly assessed through a variety of methods at the elementary, middle and high school levels.	The assessment plan for Visual Arts and Music will be implemented and evaluated. Various assessment tools for Dance and Drama will be researched and refined at the elementary, middle and high school levels.	PUSD will research various assessment tools to show what students know in Visual Arts and Music and will develop an assessment plan for the elementary, middle and high school levels.
PROFESSIONAL DEVELOPMENT	Every PUSD teacher and Community Artist and Arts Organization will receive high quality ongoing Professional development in the visual and performing arts provided through District and Community resources.	PUSD teachers, administrators, Community Artists and Arts Organizations will pilot and refine ongoing Professional development in the visual and performing arts provided through District and Community resources.	PUSD will develop a Professional Development Plan for generalist and 'Specialist' teachers, district administrators, Community Artists and Arts Organizations.
PROGRAM ADMINISTRATION AND PERSONNEL	PUSD will provide for district level leadership, coordination and support for arts education to all school sites and will partner with community arts leaders for the benefit of all students.	The District Arts Coordinator, Community/District Arts Team and performing community artists and arts organizations will implement and refine the District Arts Education Plans.	PUSD will hire a District Arts Coordinator, will support a Community/District Arts Team and will include District Administrators and community resources in the planning for District Arts Education program.
PROGRAM EVALUATION	District Arts Education programs will be evaluated on a regular basis.	The Arts Education evaluation plan will be implemented and refined.	PUSD will develop a plan for evaluating all aspects of the Arts Education programs.
PARTNERSHIPS & COLLABORATIONS	Artists and community based arts organizations will be fully integrated into the PUSD Arts Education program and its professional development.	The plan to define the role of community partnerships will be tested and refined. Exemplars will expand systematically.	PUSD will define and clarify the role of community partnerships in delivering standards-based arts education.
FUNDING	Five percent (5%) of the District's unrestricted annual budget will be allocated to the arts. With District endorsement, community collaborators will seek to raise a like amount.	Three percent (3%) of the District's unrestricted annual budget will be allocated to the arts. With District endorsement, community collaborators will seek to raise a matching amount.	PUSD will allocate 1% of its unrestricted annual budget for arts education. Community partners will seek a matching amount.
RESOURCES AND FACILITIES	District will provide sufficient quality materials, resources and facilities (arts spaces) for all arts education.	The District will provide adequate materials and resources for arts education. By end of phase two, all schools and teachers have equivalent allocation of resources. A method to evaluate community-based resources will be developed.	PUSD will develop a method to evaluate current use of facilities and resources available to visual and performing arts programs in PUSD.
ARTS AWARENESS	The school community and the larger community will be regularly informed and engaged in PUSD arts education programs.	The awareness campaign will be implemented and refined.	PUSD will develop a communications plan to inform and engage the school community, the local arts community and the community at large in Standards-based arts education for all students.

**PASADENA UNIFIED SCHOOL DISTRICT - Arts for All - Community Arts Team**  
Phase One Implementation of Comprehensive, Sequential, Standards-based arts education program for all students in PUSD

	<b>PHASE ONE GOALS</b>	<b>IMPLEMENTATION TASKS</b>	<b>PERSONS RESPONSIBLE</b>	<b>TIME FRAME</b>	<b>PERLIN BUDGET IMPLICATIONS</b>
STANDARDS-BASED CURRICULUM	<p>PUSD will develop a plan to provide Standards-based Arts Education Curriculum in all four art forms to all students Pre-K - 12.</p> <p>1- Begin to implement Pre-K - 12 California Visual &amp; Performing Arts (VAPA) Standards-based arts instruction in all four art forms.</p> <p>2- Identify role of classroom teacher, specialist, community artists</p> <p>3- Identify grade level arts learning expectations</p>	<p>1- Adopt California Visual &amp; Performing Arts (VAPA) Standards and distribute appropriately</p> <p>2- Establish instructional roles, responsibilities along with overall arts delivery structure including classroom teachers, specialists, community artists, administrators and Professional Development (PD) providers.</p> <p>3- Identify learning expectations by grade level.</p>	<p>1- PUSD Board of Education, Superintendent</p> <p>2- Community Arts Team/District Arts Team (CAT/DAT) Committee</p> <p>3- Community Arts Team/District Arts Team (CAT/DAT) Committee + Assistant Superintendent for Teaching &amp; Learning</p>	<p>1- Adopt Standards July / August 2004</p> <p>2- Monthly CAT/DAT meetings + sub-committee meetings as necessary</p> <p>3- Meetings as necessary</p>	<p>Duplication and supplies as needed</p>
INSTRUCTION & METHODOLOGY	<p>1- Provide District level coordination for standards-based arts instruction for all children in PUSD.</p> <p>2- Define the structure of arts education.</p> <p>3- Define role and responsibility for 'Specialist' at secondary and elementary schools in all four art forms.</p>	<p>1- Hire Arts Coordinator(s)</p> <p>2- Define the delivery structure of arts education using both district and community resources.</p> <p>3- Define roles &amp; responsibilities of 'Specialist.'</p>	<p>1- PUSD School Board + Superintendent approve; CAT/DAT Committee participates in hiring</p> <p>2- CAT/DAT Committee, Assistant Superintendent for Teaching &amp; Learning</p> <p>3- CAT/DAT Committee + Assistant Superintendent for Teaching &amp; Learning, and District Arts Coordinator(s)</p>	<p>1- Hire District Arts Coordinator by October 2004</p> <p>2- By June 2005</p> <p>3- By December 2004</p>	<p>1- District Arts Coordinator fund = \$65,000, to include one or more persons + benefits</p> <p>2 &amp; 3- Duplication and Supplies as needed</p>
STUDENT ASSESSMENT	<p>PUSD will research various assessment tools to show what students know in Visual Arts and Music, and will develop an assessment plan for the elementary, middle and high school levels.</p> <p>1- Develop grade level VAPA expectations and benchmarks for grades 1, 3, 6, 8, 10 &amp; 12.</p> <p>2- Create various assessment tools that will show what students know in Visual Arts and Music.</p>	<p>1- Research, develop and propose for adoption Standards-based benchmark assessments for grades 1, 3, 6, 8, 10 &amp; 12.</p> <p>2- Research &amp; develop assessment tools using California Arts Assessment Network (CAAN) models and other models throughout California.</p>	<p>1- CAT/DAT Committee + Assistant Superintendent for Planning, Research &amp; Evaluation, and Director of Assessment + District Arts Coordinator(s)</p> <p>2- CAT/DAT Committee + Assistant Superintendent for Planning, Research &amp; Evaluation, and Director of Assessment + District Arts Coordinator(s)</p>	<p>1- Develop Benchmarks by June 2005, adopt them by June 2005, revise through feedback, June 2006</p> <p>2- Assessment Tools research and development ongoing</p>	<p>Duplication and supplies as needed, website expansion as needed</p>

June 8, 2004

	PHASE ONE GOALS	IMPLEMENTATION TASKS	PERSONS RESPONSIBLE	TIME FRAME	PRELIM BUDGET IMPLICATIONS
PROFESSIONAL DEVELOPMENT	<p>PUSD will develop a Professional Development Plan for generalist and 'Specialist' teachers, district administrators, Community Artists and Arts Organizations.</p> <p>1-Develop a Professional Development (PD) Plan</p> <p>2-Identify internal and external PD resources and partners.</p> <p>3-Identify funding opportunities to support professional development.</p>	<p>1(a)-Use Survey data to assess Professional Development (PD) needs for classroom teachers, administrators, 'specialists,' community artists, and arts organizations. 1(b) Collaborate with PUSD Curriculum Committee to assure that professional development aligns with the curriculum purchased or developed by PUSD.</p> <p>2-Develop survey(s) teachers, principals, administrators and community arts partners regarding their background, skills and interests in the arts. Compile data and analyze survey information.</p> <p>3-Work with the Pasadena Educational Foundation to identify and apply for funding to support professional development.</p>	<p>1-DAT/CAT Professional Development Planning Committee + Assistant Superintendent for Teaching &amp; Learning</p> <p>2-District Arts Team School Site Arts Reps</p> <p>3-DAT/CAT funding subcommittee + Assistant Superintendent for Teaching &amp; Learning</p>	<p>1-Survey(s) developed by Fall 2004. Begin PD research October 2004.</p> <p>2-School Site Rep. identified Sept 2004. Survey - Sept 2004.</p> <p>3-Sept 04 - June 05</p>	<p>Duplication and supplies as needed</p>
PROGRAM ADMINISTRATION AND PERSONNEL	<p>PUSD will hire a District Arts Coordinator, will support a Community/District Arts Team and will include District Administrators and community resources in the planning for District Arts Education program.</p> <p>1- PUSD hire a District Arts Coordinator(s)</p> <p>2- PUSD leadership requires a School Arts Representative from every school.</p>	<p>1-Develop Arts Coordinator(s) job description. Job requirements include arts instruction expertise and administrative experience. Review candidates, make recommendations.</p> <p>2- Define the roles and responsibility of the School Arts Representative job description.</p>	<p>1-School Board, Superintendent + DAT/CAT Committee as advisors</p> <p>2-Assistant Superintendent for Teaching &amp; Learning, CAT/DAT Committee</p>	<p>1-District Arts Coordinator by fall, 2005.</p> <p>2-School Site Reps by early September.</p>	<p>1(a)-District Arts Coordinator's salary @ \$65,000 + benefits. 1(b)-</p> <p>2-Explore incentives options for Site Reps.</p>
PROGRAM EVALUATION	<p>PUSD will develop a plan for evaluating all aspects of the Arts Education programs.</p> <p>1- Develop evaluation plan for standards based arts education program for all students in PUSD.</p>	<p>1- Research, create Evaluation Plan including benchmark assessment plan, program structure, implementation plan, PD component, awareness campaign. Include Office of Assessment measures as part of evaluation plan.</p>	<p>1-CAT/DAT Committee + Assistant Superintendent for Planning, Research &amp; Evaluation + Director for Assessment</p>	<p>1- Evaluation survey completed by January 2005, distributed by March 2005.</p>	<p>Duplication and supplies as needed.</p> <p>Explore incentive options.</p>

June 8, 2004

	PHASE ONE GOALS	IMPLEMENTATION TASKS	PERSONS RESPONSIBLE	TIME FRAME	PRELIM BUDGET IMPLICATIONS
PARTNERSHIPS & COLLABORATIONS	<p>PUSD will define and clarify the role of community partnerships in delivering standards-based arts education.</p> <p>1- Define and clarify partnerships in delivering standards based arts education, professional development to teachers, specialists, administrators and to community arts partners.</p> <p>2- Develop a process to identify partners for successful arts education collaborations.</p> <p>3- Research exemplars of collaborations in all curricular areas.</p>	<p>1- Research other successful partnership programs. Survey the existing PUSD/provider partnerships. Establish focus groups with providers and schools to define roles and expectations.</p> <p>2- Define district expectations for all partners. Outreach through district and community resources.</p> <p>3- Convene a Partnership Development Committee comprised of CAT/DAT and arts partners to develop an orientation program for current and prospective providers. Survey school sites regarding their needs.</p>	<p>1- DAT/CAT Committee + Assistant Superintendent for Teaching &amp; Learning + District Arts Coordinator</p> <p>2- DAT/CAT Committee + Assistant Superintendent for Teaching &amp; Learning + District Arts Coordinator</p> <p>3- CAT/DAT Partnership subcommittee</p>	2004 - 2005 school year	Duplication and supplies as needed
FUNDING	<p>PUSD will allocate 1% of its unrestricted annual budget for arts education. Community partners will seek a matching amount.</p> <p>1- Define baseline of current arts spending by PUSD.</p> <p>2- Double budget for 05-06 based on 04-05 actuals.</p> <p>3- Identify strategies for budgeting and for developing additional PUSD funding.</p> <p>4- Promote collaborative, city-wide funding procedures for arts in PUSD.</p> <p>5- Evaluate feasibility of attaining 5% goal.</p>	<p>1 &amp; 5- Research with PUSD Business Division current funding structure and spending for PUSD Arts activities. Develop District Budget for 2005-06.</p> <p>2-4 Meet with Pasadena Education Foundation and primary providers regarding the feasibility of increased grant funding for arts education. Establish community advocacy effort.</p>	<p>1 &amp; 5- PUSD School Board Budget Committee + District Arts Coordinator + CAT/DAT subcommittee + District Finance Department</p> <p>2-4 CAT/DAT subcommittee + Assistant Superintendent for Teaching &amp; Learning</p>	<p>Preliminary Report by February 2005</p> <p>Final Report by June 2005</p>	Duplication and supplies as needed
RESOURCES AND FACILITIES	<p>PUSD will develop a method to evaluate current use of facilities and resources available to visual and performing arts programs in PUSD.</p> <p>1- Determine current usage and equity of usage for all PUSD arts facilities and resources.</p> <p>2- Establish district-wide resource and facility needs required by standards based arts education for all students in PUSD.</p>	<p>1- Review current facility survey, re-survey existing PUSD facilities and resources.</p> <p>2- Collect data at school sites. Convene arts teachers and partners to establish minimum resource needs, developed according to standards-based curriculum.</p>	<p>1- District Arts Coordinator, Director of Facilities + CAT/DAT subcommittee</p> <p>2- CAT/DAT subcommittee to create and implement survey</p>	End of January 2005	Duplication and supplies as needed
ARTS AWARENESS	<p>PUSD will develop a communications plan to inform and engage the school community, the local arts community and the community at large in Standards-based arts education for all students.</p> <p>1- Survey current understanding by all stakeholders, incorporating data from Cultural Nexus Plan</p> <p>2- Create communication plan</p>	<p>1 &amp; 2- Create a community wide committee to develop a timeline and specific campaign components, incorporating data and information gained through City of Pasadena Cultural Nexus Plan</p>	<p>1 &amp; 2- District Arts Coordinator, CAT/DAT members, community collaborators + Assistant Superintendent for Teaching &amp; Learning + Cultural Nexus Consultants</p>	2004-2005 school year	Duplication and supplies as needed

June 8, 2004