City of Sacramento
Arts Education Task Force

Arts in All Schools Initiative
A Call to Action
A VOTE FOR ARTS EDUCATION IN OUR SCHOOLS

Due to an understanding of the unique and essential benefits of arts education for all students, the Sacramento City Council, in an undisputed vote, approved the formation of the Arts Education Task Force in October 2000. The charge to the Task Force is to study the current status of arts education, determine needs, and make recommendations for next steps in bringing dance, music, theatre, and visual arts to all students in school districts with schools in the City of Sacramento. Under the auspices of the Sacramento Metropolitan Arts Commission (SMAC) the initial work of the task force has been completed and it is time for the whole community to participate in this effort to save our students from a world without the arts.

In 1997 State Superintendent of Schools, Delaine Eastin, issued a call to action. She stated, “The lack of attention to arts education has been the silent crisis in California schools for too long...It is time to turn that crisis into a renaissance.” Studies show that throughout the United States parents, the community, and business and industry want the arts in all schools and recognize the value that the arts play in the development of the child, the impact that quality arts instruction has on learning, and the important role the arts play in preparing students for careers. An initiative is needed to educate the Sacramento community as to the importance of the arts.

THE NEED TO SUPPORT SCHOOL ARTS PROGRAMS IS NOW

- Per-student school funding has fallen so drastically the California today finds itself in the embarrassing position of being in the bottom third in the nation.
- Funding to support arts education in our schools should be paid by state taxes, but it is not happening. We cannot deny arts education to our students while we wait for the political and financial climates to become more supportive; we need to do something NOW.
- Year after year the focus of the curriculum has narrowed so that an arts curriculum has become nearly nonexistent while research continues to show that the arts stimulate and develop cognitive skills, contributing to critical thinking, problem solving and decision-making.
- The new research suggests that “students with high levels of arts participation out perform ‘arts poor’ students on virtually every measure.” Students want to attend an “artsrich” school.

Arts Education Task Force Call to Action
by Patty Taylor and Sarah Anderberg, 1/14/02
The arts and entertainment industry in California continues to grow while the availability of prepared employees is dwindling. The California entertainment industry alone contributes more than $25 billion to the state’s economy and generates more than $600 million in state tax revenues.

Arts education programs can help children understand their world and the diverse cultural influences that surround them. In addition, arts education programs have great potential for the future. Communication, imagination, information, are keys to economic growth, education, and leisure time.

(Arts Work: A Call for Arts Education for All California Students (CDE Press 1997))

THE WORK OF THE TASK FORCE

Highlights of the work completed for the City of Sacramento Arts Education Task Force:

- Public meetings of the Task Force including representatives from seven school districts, the arts community, the business community, and community outreach representatives.
- Assessment of current arts program offerings, including during and after school programs in seven school districts with in-depth studies in three districts.
- Identification of specific arts education needs as requested by seven school districts with budget estimates for next steps in arts program development.
- Identification of key factors critical for the success of arts education programs, model programs and strategies for implementation.
- Identification of possible funding streams to support arts education.

WHAT SCHOOL DISTRICTS NEED NOW AND WHAT WILL IT COST

The seven school districts were asked to determine the next steps they needed to take in implementing arts education programs for all their students. Some districts are already spending substantial dollars in an effort to provide dance, music, theatre, and visual arts for their students. Others have received grants that provide one time assistance or assistance over several years. Districts may use some federal money from other programs to support the arts. Doing their share to support arts education, districts still fall short of their needs. The following chart summarizes what the districts see as essential to move the arts education agenda forward.
<table>
<thead>
<tr>
<th>School District</th>
<th>Arts Education Current Needs</th>
<th>Cost</th>
<th>Total</th>
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</thead>
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<tr>
<td>Elk Grove Unified</td>
<td>Teachers/staff</td>
<td>$44,550</td>
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<tr>
<td>53 schools</td>
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<td>10,425 students</td>
<td>Professional development</td>
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<td></td>
<td>Materials and Equipment</td>
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<td>6,048 students</td>
<td>Materials and Equipment</td>
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<tr>
<td></td>
<td>Transportation/field trips</td>
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<td></td>
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<tr>
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<td>Teachers/staff</td>
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<tr>
<td>Elementary</td>
<td>Professional development</td>
<td>$5,000</td>
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<tr>
<td>10 schools</td>
<td>Materials and Equipment</td>
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<tr>
<td>5,534 students</td>
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<td></td>
<td>$62/student</td>
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<tr>
<td>Rio Linda Union Elementary</td>
<td>Teachers/staff</td>
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<tr>
<td>22 schools</td>
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<tr>
<td>10,425 students</td>
<td>Professional development</td>
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<tr>
<td></td>
<td>Materials and Equipment</td>
<td>$50,000</td>
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</tr>
<tr>
<td>Sacramento City Unified</td>
<td>Teachers/staff</td>
<td>$5,166,125</td>
<td>$5,654,625</td>
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<td>77 schools</td>
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<td>52,734 students</td>
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<td>Materials and Equipment</td>
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<td>Transportation/field trips</td>
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<td>San Juan Unified</td>
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<td>50,266 students</td>
<td>Materials and Equipment</td>
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<td>$51/student</td>
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<tr>
<td>TOTAL COST</td>
<td></td>
<td>$10,311,635</td>
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RECOMMENDATIONS FOR ACTION NEEDED NOW

Nothing less than a far-reaching, cooperative effort throughout California will suffice to breathe new life into arts education. Leadership at the highest levels of the education system is essential for that to happen, although meaningful change cannot simply be legislated from above. For lasting change to take place, commitment from the ranks of school administrators, parents, and teachers is also necessary. All Californians must work together to translate a common vision for arts education into reality.

(Art Education: A Call for Arts Education for All California Students (CDE Press 1997)

School districts do not receive categorical funding from federal or state sources for implementing arts education programs although the importance of arts education is proclaimed by national and state leaders. Given the critical role of the arts in contemporary society and the acute needs of the school districts, full implementation and funding of arts education programs for all students requires a collaborative effort by the City of Sacramento, the seven school districts, the local arts community, and the local business community. Working together they must secure resources from multiple funding sources and personnel to carry forward the progress made by this task force. Without broad-based support, this educational initiative for the arts may be superseded by other pressing needs or the crisis of the moment. The following four recommendations have emerged through a synthesis of the ideas, suggestions, needs, and recommendations from all sectors involved in this task force effort.

RECOMMENDATIONS

Based on the school district plans and cost estimates for next steps in implementing their arts education program:

1. Provide $40 per student to each district each year to begin to implement the next steps they have identified as essential to improving their arts education programs for all students including hiring staff and artists to work in the schools, providing quality professional development of teachers, materials and equipment, transportation for students to attend arts instruction and events.

2. Provide $70,000 for a visual and performing arts coordinator at the Sacramento County Office of Education.
Based on the recommendations from the task force members, the artist and arts providers, and the school districts:

3. Provide $60,000 to the Sacramento Metropolitan Arts Commission for a full time arts education coordinator to work with school districts, the county office of education, and the arts providers and artists working in schools.

4. Provide $300,000 to the Sierra North Arts Project for Professional development programs for teachers in all school districts, for artists working in schools, for arts provider organizations, and for a coordinator.

5. Provide $300,000 to the Sacramento Metropolitan Arts Commission artist residency program in dance, music, theatre, and visual arts for each school district.

Based on the recommendations of the business community and the arts providers:

6. Provide $60,000 to hire an arts education development expert to take the task force efforts to the next level working with the city council, school districts, Sacramento Metropolitan Arts Commission, County Office of Education, and the arts and business communities.

7. Explore innovative options to support the arts education programs such as taxing the sales and rentals of videos or cable hook-ups or a sales tax percentage.
City of Sacramento  
Arts Education Task Force  
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METHODOLOGY

As a result of the work commissioned by the Sacramento City Council, Michelle Walker, Executive Director of Sacramento Metropolitan Arts Commission, contracted with two area arts consultants to assess current programs in school districts in and bordering the City of Sacramento to determine current program offerings and needs. Patty Taylor, recently retired Coordinator of Visual and Performing Arts for the California Department of Education, and Sarah Anderberg, Site Director of Sierra North Arts Project, a regional site of the California Arts Project housed at UC Davis, commenced this work by meeting with members of the City Arts Education Task Force and by facilitating an assessment process for select school districts with schools in the City of Sacramento. Councilmember David Jones provided leadership and guidance in the development and implementation of the initiative.

Consultants conducted an assessment of current programs in North Sacramento Elementary School District, Natomas Unified School District, and Sacramento City Unified School District using the Questionnaire from the Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process (CDE Press, 2001). Data was compiled in an extensive report and sent to school districts for final edits. Patty Taylor and Sarah Anderberg worked with district administrators, visual and performing arts committees, and key leaders within the district to assess current offerings and needs within the districts. Along with the original three school districts, this work included site visits and meetings with administrators from Elk Grove Unified, Grant Joint Union High School District, Rio Linda Elementary School District, and San Juan Unified School District. The goals of these meetings were to (a) elicit participation in city-wide Arts Education Task Force (b) assess current programs offering, and (c) facilitate development of status reports and proposals for implementing next steps in arts education programming and costs. Meetings with school district representatives, Task Force
members, community members, arts providers, and representatives from the Sacramento Business Community provided opportunities for articulation and planning from a variety of perspectives.

Documentation for the Task Force report includes the following: surveys, questionnaires, status reports, proposal reports, summaries, agendas, as well as other support materials. Methodologies included multiple information gathering measures to capture the input of school districts, arts providers, and members of the business community. These measures included:

- The consultants conducted on-site assessments using the Questionnaire from the Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process. This included meetings with district administrators and representative teachers, along with Visual and Performing Arts committees. These findings of these assessments resulted in three in-depth studies.

- On April 17, 2001 representatives from Heller Research Associates, a reputable educational research firm in Oakland, electronically recorded articulation sessions where educators discussed current arts education in the schools and specific needs for moving forward. They analyzed the findings and submitted a report of these initial statements by category.

- On May 9, 2001 Sacramento Metropolitan Arts Commission hosted the Second Congress for the Arts at the Sacramento Convention Center, which featured statewide leaders in arts education, along with national keynote speakers as well. Consultants Patty Taylor and Sarah Anderberg participated in the planning of the event and facilitated/presented in several sessions during the event. It was at this meeting that schools volunteered to be a part of the initial assessment.

- Heller Research Associates gathered information from the May 9, 2001 Second Congress of the Arts sessions to be analyzed for the development of this report, which detailed key stakeholders in the arts education programs, content, outcomes, accountability systems, facilities, and how instruction was being delivered.

- The consultants created an original survey for Sacramento regional arts providers so representatives from these organizations could clearly articulate needs and recommendations for the Arts Education Task Force. Surveys were mailed to approximately 100 arts providers; surveys were given out at subsequent meetings.
• Arts providers were asked to collaborate and develop recommended actions, which detailed needs within the arts provider network and to include persons or groups that would be instrumental in the implementation.

• In order to organize information regarding the current status of arts programs, districts filled out reports addressing the following areas:
  - Standards-based Curriculum
  - Instruction and Methodology
  - Student Assessment
  - Professional Development
  - Program Administration, Coordination, Arts Teachers
  - Partnerships and Collaborations

• School districts were asked to formulate a Proposed Program Report, which detailed specific items of need for arts education.

• School districts were asked to provide a Request Proposal for Arts Resources and Funds.

• Information was synthesized and analyzed to provide summarizing reports. Data Quest from the California Department of Education’s website was used for data collection regarding student enrollment, arts classes taught, demographics, etc.

• Data was collected through meetings with the Sacramento business community to brainstorm possible revenue sources.

• Evaluation of findings were synthesized into a list entitled General Findings, providing the information needed to develop detailed recommendation based on the collective input from meetings and surveys. These recommendations articulate specific actions that need to be taken.
City of Sacramento
Arts Education Task Force
Arts in All Schools Initiative
GENERAL FINDINGS IN TARGET SCHOOL DISTRICTS

STANDARDS-BASED CURRICULUM AND ASSESSMENT

Effective arts education programs are based on content standards that specify what students should know and be able to do in dance, music, theatre, and visual arts at the end of each grade level. The arts education program requires an articulated written curriculum based on the school district adopted arts content standards supported by a comprehensive student assessment program.

GENERAL FINDINGS IN TARGET SCHOOL DISTRICTS

Arts content standards have not been or have just been adopted by the school districts; consequently there is little or no sequential, standards-based dance, music, theatre, or visual arts curriculum consistently in use across the school districts at any school level. In general, if teachers are teaching the arts, they are relying on their own resources for determining the content for instruction. To provide parents and students with a report of student progress in their achievement each of the arts must be included on the report card and district-wide criteria must be determined for success in the arts program at each grade level.

INSTRUCTIONAL TIME

Effective arts education programs have clear requirements for instructional time in dance, music, theatre, and the visual arts at each school level along supportive policies.

GENERAL FINDINGS IN TARGET SCHOOL DISTRICTS

The school districts do not have consistent requirements for instruction in the arts except for graduation from high school. While some districts provide credentialed arts teachers at the elementary level for periods of time during the school year for some students, there is no consistent program for all students through the grade levels in each of the arts in any of the school districts.

1 General Findings
The principals determine what is offered in the arts at the middle school level in accordance with staffing and time issues.

The school board determines the graduation requirements at the high school level. The unified districts require all students to take 10 credits (one year) of a visual or performing art to graduate from high school and to meet the state graduation requirement of one year of a visual or performing art or foreign language, but a sequential curriculum at each grade level leading up to high school is not in place. With no requirements at the K-8 level, many students will have their first exposure to the arts at the high school level in a course they must complete to graduate, which will be reported in their grade point average. Additionally the California State University (CSU) and University of California (UC) systems require an approved course in the visual or performing arts for entry.

**PROFESSIONAL DEVELOPMENT**

Comprehensive and effective arts education programs require a district level professional development program for teachers and others who teach the arts in the schools.

**GENERAL FINDINGS IN TARGET SCHOOL DISTRICTS**

While teachers in some school districts have been offered some professional development in the arts, no school districts has a professional development plan to assist teachers, artists, or others teaching the arts implement an arts education curriculum or to assist arts teachers at the middle and high school levels stay current in their field. A lack of required arts education courses in the teacher preparation programs at most CSU and UC campuses means that most elementary classroom teachers have received no training in teaching the visual or performing arts.

**PROGRAM ADMINISTRATION AND PERSONNEL**

Effective arts education programs are supported by the implementation of a school district Board of Education adopted policy on arts education. Critical to implementation of the policy are a district arts coordinator and/or coordinators, and qualified instructors in each of the arts who are supported by the work of the local County Office of Education, Arts Agency, and The California Arts Project site.
GENERAL FINDINGS IN TARGETED SCHOOL DISTRICTS

While the districts have Board of Education adopted policies in support of arts education, implementation of the policy in terms of district coordination is minimal. Individual school staffs may take the initiative to provide arts education and hire teachers or artists to teach one or more of the arts using school resources, but this does not equitably implement a board policy that calls for all students to have opportunities to learn in the arts. Schools employ a mixture of artists, classroom teachers, credentialed arts teachers, and volunteers. Artists working in the schools provide some instruction in the arts or exposure to the arts, so performances may be provided or students go to performances. These activities are generally not related to school district arts curriculum objectives.

PARTNERSHIPS AND COLLABORATIONS

Comprehensive and effective arts education programs are supported by community partners and use local, state, and national resources.

GENERAL FINDINGS IN TARGET SCHOOL DISTRICTS

Although some community partners are involved in the arts education program, there are little or no coordinated school district level efforts to develop community partners or to garner local, state, or national resources.

FUNDING

Effective arts education programs have a regularly approved budget at the district level that draws from many sources.

GENERAL FINDINGS IN TARGET SCHOOL DISTRICTS

The school districts do not have a specific arts education budget approved on a regular basis; funding for arts education is included in the district budget mainly in the categories of salaries and materials/equipment. Individual schools may spend part of their budgets on, or raise money for, arts education but this is not reported at the district level.
RESOURCES AND FACILITIES
Ample physical resources support comprehensive and effective arts education programs for students.

GENERAL FINDINGS IN TARGET SCHOOL DISTRICTS

The school districts reported that a minimal amount of physical resources are provided at the district level for use in the school arts programs. None of the districts have adequate or up-to-date resources to support the implementation of comprehensive arts education programs.
CITY OF SACRAMENTO
ARTS EDUCATION TASK FORCE
Arts in All Schools Initiative

NEEDS ASSESSMENT FINDINGS

1. Participating School District Profiles

2. School District Levels of Readiness for Improving Arts Education Programs

3. Summary of School District Proposals and Costs for Implementing Next Steps in Arts Education Programming

4. Arts Education Infrastructure Needs

5. Summary of Arts Providers Recommendations for Improving and Supporting Arts Education in the Schools

6. Summary of Input to the Arts Education Task Force from the Business Community
<table>
<thead>
<tr>
<th>School District</th>
<th>Grade Levels</th>
<th>Number of Schools</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elk Grove Unified</td>
<td>K-12</td>
<td>53</td>
<td>47,736</td>
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<tr>
<td>Grant Joint Union High</td>
<td>7-12</td>
<td>13</td>
<td>12,373</td>
</tr>
<tr>
<td>Natomas Unified</td>
<td>K-12</td>
<td>9</td>
<td>6,048</td>
</tr>
<tr>
<td>North Sacramento Elementary</td>
<td>K-6</td>
<td>10</td>
<td>5,535</td>
</tr>
<tr>
<td>Rio Linda Union Elementary</td>
<td>K-6</td>
<td>22</td>
<td>10,425</td>
</tr>
<tr>
<td>Sacramento City Unified</td>
<td>K-12</td>
<td>77</td>
<td>52,734</td>
</tr>
<tr>
<td>San Juan Unified</td>
<td>K-12</td>
<td>86</td>
<td>50,266</td>
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</table>
City of Sacramento
Arts Education Task Force
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READINESS CRITERIA CHART

The seven school districts included in this report reflect what is true throughout the state of California—school districts are at very different levels of readiness in their capacity to move forward in providing all students with an arts education program on an equitable basis. Some districts are close to having fully implemented standards-based programs in each of the arts available to all students, while some are just becoming aware of the essential nature of arts education or have severely cut programs to focus on reading and mathematics. As increasing numbers of research studies show, in order to achieve in any aspect of school, students must have a well-balanced educational program—a program that includes the arts.

The following Readiness Criteria Chart indicates three levels of readiness in seven focus areas essential to arts program implementation. The chart was developed from the detailed continuum in the Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process (CDE Press, 2001). Any school district willing to assess the status of their arts education program is recognized for taking a first step. The three levels on the Readiness Criteria Chart follow:

- **EMERGING**: The school districts that identify with a majority of the criteria at the Emerging level have the awareness and commitment needed to move toward a fully implemented arts program.

- **PLANNING**: A school district that identifies with a majority of the criteria at the Planning level has established a basis for program development and growth. It is ready to plan for and to make incremental progress toward full program implementation for all students.

- **READY**: A school district that identifies with a majority of the criteria at the Ready level has begun the implementation process and is moving toward a comprehensive visual and performing arts program for all students that includes dance, music, theatre, and the visual arts.

In an analysis of the surveys, data, and input the Arts Education Task Force Consultants received from the school districts, each was placed on the readiness chart in order to determine what next steps would be beneficial for the district to take toward arts program implementation. Some districts are ready to develop standards-based curriculum in the arts while others need first to form an arts education committee to determine strengths and needs and make a presentation to parents, teachers, administrators, the school board, and the community. The chart provides all constituents with a tool for determining needs for funding and development and to use as a continuum for long-range planning.

Arts Education Task Force
by Patty Taylor and Sarah Anderberg 1/14/02
The following rankings should be viewed as fluid and flexible. While a district may meet the majority of criteria in the emerging column, they may have reached the planning level in others of the seven focus areas. With the support of this Arts Education Task Force, all districts will be moving forward to full implementation of the arts.

**READINESS LEVELS TOWARD FULL IMPLEMENTATION OF ARTS EDUCATION PROGRAMS FOR ALL STUDENTS**

<table>
<thead>
<tr>
<th></th>
<th>Planning</th>
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<tbody>
<tr>
<td>Elk Grove Unified</td>
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<tr>
<td>Grant Joint Union</td>
<td>Emerging</td>
<td></td>
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</tr>
<tr>
<td>High</td>
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<td></td>
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</tr>
<tr>
<td>Natomas Unified</td>
<td></td>
<td>Planning</td>
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<td>North Sacramento</td>
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<td>Elementary</td>
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<td>Rio Linda Union</td>
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<tr>
<td>Elementary</td>
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<td>Sacramento City</td>
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<tr>
<td>Unified</td>
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<tr>
<td>San Juan Unified</td>
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<td>Ready</td>
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by Patty Taylor and Sarah Anderberg 1/14/02
<table>
<thead>
<tr>
<th></th>
<th>EMERGING</th>
<th>PLANNING</th>
<th>READY</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. STAFFING/PERSOENV</td>
<td>District arts liaison is identified</td>
<td>Have an arts coordinator who is taking responsibility for moving forward</td>
<td>Have at least 1 FTE position for coordination of district-wide visual and performing arts education program</td>
</tr>
<tr>
<td>2. ARTS TASK FORCE/COMMITTEE</td>
<td>Aware of needs/benefits of an on-going arts committee/task force</td>
<td>Have begun planning for an arts committee/task force</td>
<td>Have an on-going visual and performing arts committee/task force that includes community leaders and arts providers</td>
</tr>
<tr>
<td>3. STANDARDS-BASED INSTRUCTION</td>
<td>Aware of the California State Board of Education arts framework and arts content standards</td>
<td>Have begun a process for adopting content standards in arts</td>
<td>Have done work on adopting and implementing the state arts framework and content standards and developing standards-based curriculum</td>
</tr>
<tr>
<td>4. NEEDS ASSESSMENT</td>
<td>Are prepared to do a needs assessment</td>
<td>Have explored possible needs and next steps in arts program improvement</td>
<td>Have done a needs assessment questionnaire, identified needs and strengths</td>
</tr>
<tr>
<td>5. ADMINISTRATIVE AND BOARD SUPPORT</td>
<td>Have some school board and administrative support/awareness of needs for arts education program improvement</td>
<td>Have support of the school board, and district and school administration to move forward in planning for improving/expanding the arts education program</td>
<td>Have administrative support for: • board policy on arts education • district arts plan • Funding resources</td>
</tr>
</tbody>
</table>
| 6. PLANNING | Prepared to begin developing a long-range plan for arts education in every school | Have begun planning for an improved arts program | Have a plan for arts education including:
-Funding
-Personnel
-Professional development
-Arts standards and curriculum implementation
-Instructional time and graduation requirements
-Resources
-Community involvement |
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<tbody>
<tr>
<td>7. RESOURCES</td>
<td>Have minimal resources committed to arts education at this time</td>
<td>Have some district resources committed in a few of the planning areas and are exploring additional resources</td>
<td>Have district and outside resources committed to the arts education program in the planning areas (above)</td>
</tr>
</tbody>
</table>
CITY OF SACRAMENTO
ARTS EDUCATION TASK FORCE
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SUMMARY OF SCHOOL DISTRICT PROPOSALS AND COSTS FOR IMPLEMENTING NEXT STEPS IN ARTS EDUCATION PROGRAMING

NORTH SACRAMENTO ELEMENTARY
While North Sacramento has an instrumental music program available to all students, instruction in visual arts, general music, theatre and dance is left to the interest of the classroom teachers. As a next step in implementing the arts for all students, North Sacramento proposes to implement a pilot program providing one 30-minute period of instruction of general music and visual arts for all elementary school students. Materials are needed to support this instruction.

Cost:
Visual art and music teachers (4.5 FTEs) @ $65,000 per teacher $292,500
Materials and instruments $47,500
Professional development for classroom teachers $5,000
TOTAL $345,000

NATOMAS UNIFIED
Natomas would like to expand their arts program through an arts standards-based after school program of visual arts, theatre, and dance. Each discipline would be taught in four-week increments on a rotational basis. All five elementary schools would have the programs offered sometime throughout the school year. Students would participate four days a week in 45-minute sessions seven times throughout the school year. The program would provide 3rd through 5th grade students instruction targeting 60 students each session.

Cost:
Salaries (to augment current district funding of $115,813) $71,000
Materials and equipment $13,500
Professional development $4,960
Transportation $24,000
District consultants in each discipline $8,000
TOTAL $121,460

1 District arts program implementation costs
GRANT JOINT UNION HIGH SCHOOL DISTRICT
Grant has a strong visual arts program, but needs to develop programs in music, theatre, and dance. The district has been aligning the visual art courses with state content standards and use technology in the program as well as textbooks.

Cost:
Additional teacher salaries
3 middle school teachers @ $60,000 each) $180,000
5 high school teachers @ $60,000 each) $300,000
Materials and equipment @ $3000 per 23 high school teachers and $3,000 per 9 middle school teachers
$96,000
Additional funds per teacher @ $1,500 x 23 teachers $34,500
2 classified support personnel @ $27,000 x 2 $54,000
Artist-in-residence, arts festivals, museum trips $50,000
District wide professional development $2,000
TOTAL $823,500

SACRAMENTO CITY UNIFIED
Sacramento City Unified has developed a plan using four ways to implement arts education programming: Hemispheres (after-school arts enrichment magnet school for 7-12), an after school program for K-5 schools, identified prototype schools that are ready to implement integrated arts curriculum, and artists-in-residence programs. The following figures are for year one of the implementation.

Cost:
Materials and supplies $281,500
Materials and supplies - K-12 and Hemispheres $49,000
Professional development (travel) for K-12 and Hemispheres $105,000
Artists-in-residence and guest speakers, and assemblies $53,000
Field trips and transportation $338,575
Salaries:
5 elementary prototype teachers/coordinators x $67,715 $338,575
1 middle school arts specialist $67,715
Hemisphere arts coordinator $87,500
Arts specialist teacher for every elementary school (56) $3,792,040
Arts specialist teacher for every middle school (7) $474,005
Arts specialist teacher for every high school (6) $406,290
TOTAL $5,654,625
SAN LUAN UNIFIED
San Juan has been actively improving their visual and performing arts programming for several years through grants and district support. Their areas of need include constant repair and maintenance of equipment and additional funding for supplies and materials. Increased numbers of arts teachers are needed in middle and high schools to provide all students with arts instruction.

Costs:
Salaries:

34 Middle and high school arts teachers @ $50,000 per teacher $1,700,000
Theatre 8 FTE
Visual Art 12 FTE
Dance 8 FTE
Music 6 FTE
District level elementary arts coordinator $60,000
District arts administrator $87,000

Equipment replacement and maintenance
Supplies and materials
$10 per student x 50,000 to augment district support $500,000

TOTAL $2,547,000

RIO LINDA UNION ELEMENTARY
Rio Linda has a strong music program including traveling music teachers and they are developing a theatre program. The following costs would provide solid visual and performing arts programs for all students. The costs are based on 20 sites within the Rio Linda Union School District existing boundaries for instruction within the school day.

Costs:
Salary: Certificated
1 full time Music Specialist $43,000
3 full time Visual Arts Specialists $129,000

Other Contracts and Service
Artist in Residence (Drama and Dance) $60,000

Materials and Supplies:
Standards based and subject centered arts instruction in all 4 arts components $50,000

Professional Development and Travel
Visual and Performing Arts Standards Training $10,000
Administrative Training $5,000

TOTAL $297,000

3 District arts program implementation costs
ELK GROVE UNIFIED

Elk Grove has a three-phased plan for implementing the arts. At the elementary level standards and benchmarks are being developed with grade level lesson plans written for each of the arts areas. Teachers will be provided with professional development to implement the lessons. Students will continue to receive enrichment from visual and performing artists. Secondary music teachers are writing standards and benchmarks for instrumental music and are working with the elementary schools to improve the band program and orchestras.

Costs:
- Artist in Residence Programs: $198,000
- Materials and Supplies for visual art and music: $268,950
- Professional Development: $11,550
- Stipends and training for school site coordinators: $44,550
- TOTAL: $523,050

TOTAL FOR SEVEN SCHOOL DISTRICTS: $10,311,635
# City of Sacramento

## Arts Education Task Force

**Arts for All Schools Initiative**

**ARTS EDUCATION INFRASTRUCTURE NEEDS**

<table>
<thead>
<tr>
<th>County Coordination</th>
<th>City Coordination</th>
<th>Residency Programs</th>
<th>Professional Development</th>
<th>Grant Development and Fundraising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual and Performing Arts Coordinator at the Sacramento County Office of Education</td>
<td>SMAC Visual and Performing Arts Education City Coordinator to serve as a liaison between the Sacramento Arts Commission and districts with schools in the City of Sacramento</td>
<td>SMAC will expand residency programs, providing 10-12 week residency programs in each of the four arts disciplines:</td>
<td>Sierra North Arts Project will expand professional development programs to include:</td>
<td>City Arts Education Development Coordinator</td>
</tr>
<tr>
<td>This person will:</td>
<td>This person will:</td>
<td>- Dance</td>
<td>- Coordinator to work specifically on Arts Education in the City of Sacramento</td>
<td>- This person will:</td>
</tr>
<tr>
<td>- Lead county-wide efforts for arts implementation</td>
<td>- Coordinate Arts Education Task Force Meetings</td>
<td>- Music</td>
<td>- Professional development for educators</td>
<td>- Coordinate efforts to raise funds for ongoing support of arts education programs in districts with schools in the City of Sacramento</td>
</tr>
<tr>
<td>- Develop programs and models</td>
<td>- Coordinate residency programs</td>
<td>- Theatre</td>
<td>- Professional development for artists</td>
<td>- Apply for grants in arts education</td>
</tr>
<tr>
<td>- Provide resources and tools in the implementation of Visual and Performing Arts Content Standards</td>
<td>- Provide citywide leadership for schools</td>
<td>- Visual Arts</td>
<td>- Coordination of grassroots and special projects related to training in and strengthening of standards-based practice</td>
<td>- Serve as a liaison between City of Sacramento, SMAC, and business community</td>
</tr>
<tr>
<td></td>
<td>- Develop programs and models which incorporate the Visual and Performing Arts Content Standards</td>
<td></td>
<td>- Development of certificate program for artists through University Extension, UC Davis</td>
<td>- Develop advocacy through publicity, promotional events, and materials</td>
</tr>
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<td></td>
<td>- Coordinate ongoing arts provider meetings with organizations in the City of Sacramento</td>
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<td>- Development of materials and resources for educators and artists</td>
<td>- Serve as a clearing house for information concerning community resources</td>
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<td></td>
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<td></td>
<td>- Seek new funding streams and initiatives</td>
</tr>
</tbody>
</table>

| COST: $70,000 | COST: $60,000 | COST: $300,000 | COST: $200,000 | COST: $60,000 |

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*Arts Education Task Force Infrastructure Needs by Patty Taylor and Sarah Anderberg*
City of Sacramento
Arts Education Task Force
Arts in All School Initiative

SUMMARY OF ARTS PROVIDERS/SACRAMENTO METROPOLITAN ARTS COMMISSION RECOMMENDATIONS FOR IMPROVING AND SUPPORTING ARTS EDUCATION IN THE SCHOOLS
FROM INPUT MEETING OCTOBER 4, 2001

The Sacramento area arts providers developed a list of recommended actions and estimated costs for improving the delivery of community based arts programs to the school districts with schools in the City of Sacramento. In addition to the list below, they also recommend professional level advocacy for arts education in the schools, a minimum of one arts education coordinator for each school district and they urge local institutions of higher education to share facilities and resources with school districts.

RECOMMENDED ACTIONS

1. Identify at least one staff person in each school to be trained, informed, and empowered to coordinate the arts program including coordinating the services of artists working in the schools.

   Cost: $5,000 per school

2. Provide each school with funding for artist residences/performances.

   Cost: $12,000 per school

3. Provide for the coordination of artists working in schools through the arts commission or the county office of education.

   Cost: $30,000

4. Provide grant writing workshops and support for school districts to write grants to support the arts education program.

   Cost: $4,200

5. Provide in-depth professional development on arts integration, aesthetics valuing, and instruction in the historical and cultural context of the arts for five teachers from each of seven districts.

   Cost: $7,500

1 Arts provider recommendations
6. Create an arts education provider network and artist recruitment and orientation process including artists from many cultures.  
   Cost: $10,000

7. Develop an arts provider directory and website.  
   Cost: $60,000

8. Provide professional development for artists working in schools on integrating the arts into the curriculum, arts content standards, and working with students of all ages.  
   $1000 per session x 6 sessions per year  
   Cost: $6,000

9. Provide professional development for artist/teacher teams  
   $1,000 per session x 6 sessions per year  
   Cost: $6,000
City of Sacramento
Arts Education Task Force
Arts in All Schools Initiative

SUMMARY OF INPUT TO THE ARTS EDUCATION TASK FORCE
FROM THE BUSINESS COMMUNITY
November 8, 2001 Meeting

Suggestions from attendees follow:

- Develop an Adopt-a-school Program for arts education to include funding that might include the following:
  2 FTE teachers
  Materials @ $5 per student
  Fieldtrips
  Professional development sessions
  School level coordinator
  Artists to work with students

- Advocacy
  Make the business community aware of the need for arts education
  Rotary, Lions, HP, Intel
  Use Metro Chamber members as a resource for advocacy
  Develop a “brand name”

- Help write grants
  Arts and business council

- Create an endowment for arts education and the endowment can go after grants

- Initiate a % of sales tax for arts education for 5-10 years
  A to Z sales tax at .10% for Sacramento county

- Divert existing district and city funds to arts education

- Do a strategic plan to build a coalition for arts education

1 Business community meeting input
- Provide a clearinghouse of information on what is available in the community and in the school districts

- Find new revenue sources by telling success stories to the business community

- Do the big concept for an Arts Work/LAEP grant (and an arts work grant for each district) to get a part time arts coordinator in each district to plan jointly and for their districts based on the work the task force has done.

- Develop public-private partnerships such as school district Title 1 funding matched by Intel

- Draft document for advocacy including:
  - Assessment of current programs
  - Where to go next for schools
  - Discussion of options to meet needs
  - Menu of options
  - Address why government isn’t supporting arts education
  - How to get district buy in
  - How to get city council buy in
  - Call for an arts coordinator in every district
  - Develop core recommendations for each school district
The following focus areas are critical to implementing district-wide arts education programs and were used by the Task Force consultants to gather survey information and input from task force members, school districts, arts providers, and the business community. Following each focus area is a synthesis listing of recommended actions to provide quality arts education programs for all students in school districts with schools in the City of Sacramento.

FOCUS AREA 1:
STANDARDS-BASED CURRICULUM AND ASSESSMENT

Effective arts education programs are based on content standards that specify what students should know and be able to do in dance, music, theatre, and visual arts at the end of each grade level. The arts education program requires an articulated written curriculum based on the school district adopted arts content standards supported by a comprehensive student assessment program.

RECOMMENDED ACTIONS

Each school district should:

- Adopt content standards in the arts. To assist school districts in this endeavor, the State Board of Education adopted the Visual and Performing Arts Content Standards for California Public Schools in January 2001.
- Develop and implement a district-wide standards-based curriculum in the arts that gives students at each grade level clear objectives to achieve.
- Apply to the California Department of Education for an Arts Work Grant in the Standards Development and Implementation category to support their work in curriculum development and training for teachers to implement the standards-based curriculum (Deadline, March 1).
FOCUS AREA 2: INSTRUCTIONAL TIME

Effective arts education programs have clear requirements for instructional time in dance, music, theatre, and the visual arts at each school level along supportive policies.

RECOMMENDED ACTIONS

Each school district should:

- Allocate time to teach standards-based arts curriculum throughout the grade levels.
- Require students to take a year (or more) in the arts to graduate and align all high school arts courses to the CSU and UC arts entry requirement.

FOCUS AREA 3: PROFESSIONAL DEVELOPMENT

Comprehensive and effective arts education programs require a district level professional development program for teachers and others who teach the arts in the schools.

RECOMMENDED ACTIONS

Each school district should:

- Develop and implement a district plan for teachers to receive professional development in the arts including how to teach the arts, how to work with artists in teaching the curriculum, and to integrate the arts into their instruction in other subject areas in appropriate ways. This may be done incrementally by first training a minimum of two teacher leaders at each school and then expanding to all teachers.
- Provide funding for dance, music, theatre, and visual arts teachers to participate in professional development conferences, workshops, and seminars to deepen their content knowledge in standards-based instruction, and to learn about newer media such as music synthesizers and computer animation.

2 Recommended actions
The City of Sacramento should empower the Sacramento Metropolitan Arts Commission to:

- Provide professional development for artists working in schools on integrating the arts into the curriculum, arts content standards, and working with students of all ages.

**FOCUS AREA 4: PROGRAM ADMINISTRATION AND PERSONNEL**

Effective arts education programs are supported by the implementation of a school district Board of Education adopted policy on arts education. Critical to implementation of the policy are a district arts coordinator and/or coordinators, and qualified instructors in each of the arts who are supported by the work of the local County Office of Education, Local Arts Agency, and The California Arts Project.

**RECOMMENDED ACTIONS**

Each school district should:

- Develop a long-range district plan for implementation and financial support of a standards-based arts program for all students.
- Provide for a district-level coordinator to ensure equal opportunities for all students in the arts across the school district including opportunities for artists-in-residence programs, grant funding, community involvement, support of business and industry, professional development for teachers, and program evaluation.
- Identify at least one staff person in each school to be trained, informed, and empowered to coordinate the arts program including coordinating the services of artists working in the schools.

The Sacramento County Office of Education should:

- Hire a full-time visual and performing arts coordinator to assist all school district to implement standards-based arts education programs.
FOCUS AREA 5: PARTNERSHIPS AND COLLABORATIONS

Comprehensive and effective arts education programs are supported by community partners and use local, state, and national resources.

RECOMMENDED ACTIONS

Each school district should:

- Use guiding documents from the California Department of Educate and the California Arts Council for long-range planning to develop district level partnerships and collaborations with community resources.

The City of Sacramento should empower the Sacramento Metropolitan Arts Commission to:

- Provide for the coordination of artists working in schools through the Sacramento Arts Commission and/or the County Office of Education.
- Provide for professional level advocacy for arts education in the schools.
- Create an arts education provider network with an on-line arts provider directory and website.
- Expand the artist recruitment and orientation process and outreach efforts to artists from many cultures.

FOCUS AREA 6: FUNDING

Effective arts education programs have a regularly approved budget at the district level that draws from many sources.

RECOMMENDED ACTIONS

School districts should:

- Develop an on-going categorical budget for the comprehensive arts education program at every school.
- Investigate using in-district funds from sources such as the following: bilingual, district allocation to the school site, local booster club, local donations, local education foundation, voluntary integration, PTA, parent booster club, School Improvement Program, Title I, and/or state professional development buy back hours.
- Pursue funding resources provided by national and state organizations and agencies such as federal education grants, the National Art Education Association, the Music Educators National Conference, the California Department of Education, the California Arts Council, and the California Alliance for Arts Education.

The City of Sacramento should empower the Sacramento Metropolitan Arts Commission to:

- Provide each school with funding for artist residencies and performances through a system coordinated at the district level.
- Develop an Adopt-a-School Arts Program so that business and industry partners can provide funding for implementing arts education programs at incremental levels.
- Coordinate efforts of the targeted school districts and the Sacramento Arts Commission to apply for a Local Arts Education Partnership Grant and accompanying Arts Work Grants from the California Arts Council and the California Department of Education (Deadline, March 1).

**FOCUS AREA 7: RESOURCES AND FACILITIES**
Ample physical resources support comprehensive and effective arts education programs for students.

**RECOMMENDED ACTIONS**

Each school district should:

- Establish a district center for the distribution of arts materials, loan of audiovisual equipment and instructional materials such as visuals and videos, and repair of equipment such as musical instruments and theatrical lighting.
- Provide professional development for teachers on how to effectively use the equipment and materials.
- Develop a system to notify teachers of the availability and dissemination of materials and services.
- Collaborate with the County Office of Education to provide resources such as an arts library that include books, audio, visual, and video materials.
CITY OF SACRAMENTO
ARTS EDUCATION TASK FORCE
Arts in All Schools Initiative
NEXT STEPS

While several school districts with schools in the City of Sacramento are making an effort to develop and expand arts programs, the stark reality is that many students are not receiving arts instruction at all. A community-wide effort to move forward the arts education agenda must start now. Support must be systemic and ongoing to ensure that every student receives quality arts instruction in dance, music, theatre, and visual arts.

Next steps in this education initiative should include a public “roll out” of the “Arts in All Schools Initiative” first targeting key leadership in all sectors of the community. A City Arts Education Coordinator must be brought on board to initiate a strategic plan for this effort, and to seek new funding opportunities. The Sacramento Metropolitan Arts Commission, the Sierra North Arts Project at UC Davis, and the Sacramento County Office of Education are positioned to play key roles in coordinating this effort.

All of our students deserve an arts education today. Research and experience show that when kids do the arts, kids do better. In an analysis of the Department of Education’s NSL: 88 database of 25,000 students, UCLA Graduate School of Education and Information Studies Professor James S. Cameral found that sustained involvement in the arts correlates with success in other subjects and in developing positive attitudes about community, both generally and also for children in poverty.” Another study, based on the Chicago Public School District, reported significant student improvement in reading
and mathematics in schools where Chicago Arts Partnerships in Education developed and implemented arts integrated curricula. Many other research efforts support the belief that learning through the arts has significant effects on students, not only in high poverty and urban areas, but also on disadvantaged youth as well. This further substantiates the urgency for improving and expanding visual and performing arts programs in school districts with schools in the City of Sacramento.