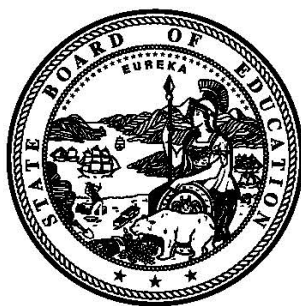


EXCERPT: Snapshot: Master Schedule and the Arts—A Place at the Table (*Page 679*)

This excerpt from Chapter 9: Implementing Arts education, is provided for use with the **Informed Decision-Making Inquiry** on the California Arts Education Framework Resources for Implementation website located at <https://www.calartsedframework.org/>.
The full framework can be accessed at <https://www.cde.ca.gov/ci/vp/cf/>.

CALIFORNIA ARTS EDUCATION FRAMEWORK FOR CALIFORNIA PUBLIC SCHOOLS

TRANSITIONAL KINDERGARTEN THROUGH GRADE TWELVE
DANCE ■ MEDIA ARTS ■ MUSIC ■ THEATRE ■ VISUAL ARTS



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Snapshot: Master Schedule and the Arts—A Place at the Table

The master schedule at a high school is complicated. Building a schedule with sequential arts classes that are often unique by discipline and level, and where students then have access to taking the classes can be challenging. The potential of conflicting necessary classes can unintentionally lead to a breakdown of access for some students to an articulated sequence of arts courses. In this snapshot, one large California school district is striving to provide more inclusive access to arts education at the secondary level for all students. It is having district-level visual and performing arts staff collaborate with administrators responsible for the master schedule to find creative solutions for existing challenges.

In a move to build master schedules that prioritize the needs of students first, the district established a four-day master schedule summit that is spread over four months. The summit focuses on the upcoming school year. All high school principals and vice principals responsible for master scheduling attend. The administrators explore scheduling best practices, analyze their own data, and collaboratively build their schedules. The district's visual and performing arts staff, as well as other central office departments, attend this summit. The arts staff sits alongside school staff, providing arts course expertise as the teams work through the schedule-building process—being a voice for students' access to arts courses at this extremely important table benefits students and the overall arts programs. Through the interactions between the arts staff and high school administrators, the administrators gain a better awareness of their feeder middle schools' arts offerings, improving students' transition between schools.

A result from the arts staff working with site administrators is scheduling a musical theatre course during seventh period at one school site. This solution respects the district contractual agreements with teachers, while also increasing access for students to arts learning. A second result of the interactions between arts staff and site administrators is a redesign of the high school articulation card (student course selection card). The redesign now provides a clearer understanding of the offered arts course options, how they fulfill the graduation requirements, and the relationship to the four-year sequence of courses that allows for advanced learning in an arts discipline. The interactions have also encouraged a principal to take advantage of the higher enrollment cap in music classes to build the music program while keeping the other class sizes lower.

The collaborative solution-finding summits support better communication among school and arts leaders that will, over the long term, help ensure that more students will have access to courses that develop their strengths and interests.