

**REVISED MOTION BY SUPERVISORS SHEILA KUEHL AND  
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April 3, 2018

**Declaration of Rights of All Students to Equity in Arts Learning**

The Los Angeles County Board of Supervisors (“Board”) has long recognized the importance of the arts in public education. In 2002, the five Supervisors unanimously adopted the Los Angeles County Regional Blueprint for Arts Education which established the LA County Arts Education Collective (formerly Arts for All) and directed the County’s Arts Commission and Office of Education to work together to ensure that LA County’s 1.5 million public school students receive high-quality arts education. Fifteen years later, the Arts Ed Collective includes 68 of the County’s 81 school districts, five charter school networks, more than 100 arts organizations and teaching artists, dozens of funding partners and hundreds of community advocates working collaboratively to advance arts education in all LA County schools.

High quality education is essential for healthy, thriving communities and for maintaining a robust, creative workforce. While all students deserve a comprehensive education that prepares them to succeed in college, career and life, particular groups of students continue to experience significant barriers to access, participation and success

**MOTION**

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in arts learning. Recognizing these inequities, California's statewide arts education coalition, Create CA, has put forward a **Declaration of Students' Rights to Equity in Arts Learning** that outlines the rights of all students to a high-quality arts education, regardless of race, culture, language, religion, national origin, place of residence, socio-economic or legal status. An arts education includes courses of study and interdisciplinary learning in dance, music, theatre, visual and media arts, aligned with the State Standards and reflecting the provisions of the California State Education Code. The Declaration provides:

1. Every student has the right to free, coherent and sequential standards-based arts learning that is part of preK-12 curriculum and provides both integrated and discrete visual and performing arts learning opportunities, as well as the right to equitable outcomes as a result of this arts learning.
2. Every student has the right to fully develop their creative, artistic and aesthetic potential, as well as the right to special protection from policies and practices that exclude or preclude certain students or populations from equitable access to powerful and coherent arts learning preK-12.
3. Every student has the right to arts learning that is culturally and linguistically responsive and relevant, and which pays particular attention to those populations that have traditionally been excluded or precluded, such as English learners, students of color, foster youth, homeless youth, LGBTQ youth, those living in poverty, migrant students and special needs students.
4. Every student has the right to participate in arts learning in schools, districts and communities that are properly funded and supported with the necessary resources – including qualified administrators, teachers, teaching artists and other staff; adequate materials; and appropriate facilities – to support powerful

culturally and linguistically responsive arts learning.

5. Every student has the right to educators, leaders and parents/ community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/ communities, the nation and global society.
6. Every student has the right to be brought up in school and community environments that value and protect the arts as essential to the full development of each student and that demonstrate those values/ beliefs in their public policies and practices.

This Board acknowledges:

- Arts education is an essential part of a comprehensive education for all students, preparing them for college, career and life;
- High quality arts programming across content areas promotes critical thinking and problem-solving skills, supports overall academic achievement and nurtures skills that prepare all students to productively contribute to LA County's vibrant creative economy; and
- Particular groups of students experience significant barriers to access, participation and success in arts learning and that these barriers are directly linked to historical, persistent and pervasive inequities in our educational system.

**WE, THEREFORE, MOVE** that the Board of Supervisors become the first local government in California to adopt and establish the Declaration of Rights of All Students to Equity in Arts Learning, proclaiming them applicable and essential for all young people within and across Los Angeles County.