

MUSIC EDUCATION CRISIS IN LAUSD

Did you know...

For more than ten years, the Los Angeles Unified School District has provided highly qualified music teachers for their elementary schools, including many stellar choral and instrumental programs. The elementary program has made it possible for secondary schools to expand their music offerings and allow students to reach a higher level of performance and musical knowledge. U.S. and CA education departments agree that music and the arts are essential core curriculum subjects and contribute to a well-rounded education for all students. Research shows that “at risk” and disadvantaged students receive added benefit from school music instruction. Extensive national studies show a 65% dropout rate in music participation for those who do not begin music instruction before age 10. The current cuts to music education proposed by the School Board will be devastating for students, and will virtually eliminate music in many elementary and secondary schools. This chart illustrates the decline in access to music programs.

2009-10	2010-11	2011-2012
160 elementary music teachers At least one day of music instruction for every elementary school	123 elementary music teachers Some schools have no music teacher.	39 elementary music teachers Less than half of LAUSD elementary schools have a music teacher.
403 (approx) music teachers, district wide	363 (approx) music teachers, district wide	204 music teachers, district wide. Many secondary programs decimated.
Honors Festivals for elementary and middle school	Honors Festivals continued	No Honors Festivals

What does research show about the value of music education?

“Young children who received a year of musical training showed brain changes and superior memory compared with children who did not receive the instruction. They also improved more than the others in non-musical abilities such as literacy and mathematics and showed an increased IQ.” *Fujioka, Ross, Kakigi, Pantev, and Trainor: Brain, A Journal of Neurology, Oxford University Press, Sept. 2006.*

“...Visiting artist programs are wonderful sources of enrichment for students, but they don’t replace the learning gained from the study of music through a sequential, standards-based curricular program in school, taught by highly qualified, certificated teachers.” <http://www.Menc.org/advocacy>

“Schools that have music programs have significantly higher graduation rates than do those without music programs. (90.2 percent as compared to 72.9 percent).” <http://www.menc.org/documents/legislative/harrispoll.pdf>

“Data show that high earnings are not just associated with people who have high technical skills. In fact, mastery of the arts and humanities is just as closely correlated with high earnings . . .” <http://www.menc.org/resources/view/why-music-education-2007#society> *Tough Choices or Tough Times: The report of the new commission on the skills of the American workforce, 2007, page 29; www.skillscommission.org*

There is a direct relationship between success between subjects such as math and reading and music education. <http://www.cedfa.org/strengthening-programs/program-support/music/>

Let's Take Action!

See Reverse for how you can help!