



The Mariposa County Office of Education & The Mariposa County Unified School District

STRATEGIC ARTS EDUCATION PLAN

2020 - 2025

The Strategic Arts Education Plan was developed through the CCSESA: Rural County Arts initiative in partnership with the California Alliance for Arts Education and funding support from the Stuart Foundation.

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With thanks to Sarah Anderberg, Director CCSESA Arts Initiative

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FROM THE SUPERINTENDENT

Given the positive academic and social emotional impact the arts have on our students, we are excited to be investing resources into building systemic practices and partnerships which grow and support equitable and rigorous arts learning throughout Mariposa County; empowering classroom teachers; center student voice; and integrating classroom curriculum with a myriad of creative placemaking efforts across Mariposa County at large.

Jeff Aranguena

Superintendent of Mariposa County Office of Education /
Mariposa County Unified School District

ARTS PLANNING TEAM

Special thanks to
Tambra Armenta,
Educational Services
Secretary, MCOE/
MCUSD; Celeste
Azevedo, Principal,
Mariposa County High
School & Assistant
Superintendent of
Educational Services,
MCOE/MCUSD; Daisy
Phillips and Alicia
Rodriguez, Mariposa
County Arts Council;
and Kate Stover, Visual
and Performing Arts
Consultant, Tulare
County Office of
Education.

Many thanks to the following administrators, teachers, artists, community members and experts who generously devoted their time to developing this Strategic Arts Education Plan for the County of Mariposa.

Ryan Ballinger - Principal of the
Mariposa County Alternative
Education Center MCOE/MCUSD

Phyllis Becker - Teaching Artist/
Community Artist

Jen Beavers - Woodland
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School), MCOE/MCUSD

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Academic Boosters Club, Parent

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Introduction

Situated on the western foothill slopes of California’s Central Sierra region, Mariposa County is tucked between the San Joaquin Central Valley and the high Sierra Nevada mountain range. Home to Yosemite National Park and the Wild and Scenic Merced River Canyon, the County's alpine terrain, dense swaths of conifer forests, wide oak studded savannas and chaparral woodlands create a rich network of interconnected ecosystems and boast a rich natural history. Covering 1,463 square miles, the County is populated by 18,000 residents¹ who are drawn together by a deep appreciation of the landscape, authentic rural ethos and strong sense of community. Deep civic engagement is a defining characteristic of Mariposa County and the many individuals, service groups, professional organizations and educational institutions working towards the health and vitality of the region reflect the symbiotic environmental ecosystems so valued by the community - critically important individual elements working in concert, both catalyzed by and supporting the physical and social environment.

Mariposa’s youth population is universally considered the County's most precious asset and a significant portion of the community’s emotional, temporal, and financial resources are invested in this population. Mariposa County Office of Education (MCOE)/Mariposa County Unified School District (MCUSD)² has approximately 1,970 Pre-Kindergarten through 12th grade students attending the District’s six elementary schools, three high schools (two small necessary schools and one accredited comprehensive high school), and other alternative education programs. Several of the schools, including: El Portal Elementary, Greeley Hill Elementary, Lake Don Pedro Elementary, Yosemite National Park Valley Elementary, Coulterville High and Yosemite Park High are over an hour’s drive from the district office. To facilitate regular school attendance, the District currently operates 23 bus routes, with drivers logging over 500,000 miles per year. Any way you slice it, Mariposa is rural and for those growing up here, rural reality and culture is a defining feature of their childhood and educational experience. While certain limitations exist, overall, Mariposa’s rural features are significant assets - its scale and strong community make it easy to leverage the many developed and latent opportunities within Mariposa’s educational and social ecosystem to support the County's youth, in all areas, especially (for the purposes of this document) rigorous, sequential, and equitable arts education.

Arts Education and Mariposa

Mariposa County Office of Education’s Mission and Vision

Our mission is to empower all students with enriching learning opportunities so they can realize their full potential. Our vision is that students will be responsible, productive and competitive in a global society.

The Mariposa County Office of Education and Mariposa County Unified School District are charged with developing and delivering rigorous instruction to Mariposa’s youth, equipping them to compete in the fields of their choice and contribute to society a manner most relevant to their talents, abilities and preferences. Robust arts instruction and engagement are critical components of our children’s education. Its benefits extend well beyond nurturing students’ artistic and creative output, positively and significantly impacting them academically, socially and emotionally.³ Rigorous and sequential arts instruction also provides the necessary foundation for our many students who will enter a creative industry - one of California’s economic industrial heavy hitters.⁴

In alignment with the National Core Art Standards, in 2019, the California Department of Education released California’s new Art Standards which define what a rigorous, sequential arts education should entail and provide comprehensive guidance for the development of a richly articulated arts curricula in the fields of music, theatre, dance, visual arts and media arts. The aim of these standards are to nurture artistically literate citizens who can:

1. Use a variety of artistic media to independently create and perform work that expresses and communicates their own ideas and are able to respond by analyzing and interpreting the artistic communications of others;
2. Develop sufficient competence in at least one arts discipline so that they may continue active involvement in creating, performing, and responding to art as an adult;
3. Understand artwork from varied historical periods and cultures, and actively seek and appreciate diverse forms and genres of artwork of enduring quality/significance.
4. Derive joy, inspiration, peace, intellectual stimulation, meaning and other life-enhancing qualities through participation in all the arts.
5. Utilize artistic experiences as a means of civic engagement and support the arts in their local, state, national, and global communities.
6. Appreciate the value of supporting and pursuing a profession in the arts.⁵

⁵California Department of Education, California Art Standards Introduction, 2019.

¹ Mariposa’s population density is 12 people per square mile disbursed in small pockets throughout the County with heavier concentrations in the town Mariposa (County Seat), Catheys Valley, Bootjack, Coulterville/ Greeley Hill/Done Pedro and Yosemite

² Mariposa is a one district County.

³ Brian Kisida and Daniel H. Bowen, New Evidence of the Benefits of Arts Education, Brown Center Chalkboard/Brookings, February 2019.

⁴ 2020 Otis Report on the Creative Economy - In California, the creative industries support 2.68 million jobs, \$209.6 billion in labor income, and \$650.3 billion in annual output. Over 1.0 million workers are directly employed in the creative industries, with an additional 1.6 million jobs generated indirectly. The direct employment generated by the state’s creative industries and the direct employment they create through multiplier effects constitute 15.4% of California’s total employment.

(Arts Education and Mariposa Continued)

While there is broad agreement that these educational goals are important, Mariposa, like other rural communities, experiences a number of specific challenges to developing and implementing equitable, rigorous and sequential arts education - namely, poverty and lack of economic opportunity; geographic distance; recruitment and retention of teachers and administrators; and, lack of representation in creative economy initiatives.⁶ These hurdles, as well as a lack of training for PK-8 teachers to develop and deliver rigorous art content, are significant barriers to providing sequential arts education across Mariposa County.

Currently, PK-8 arts education opportunities vary greatly across Mariposa, based largely on individual classroom teachers' comfort with teaching artistic content or integrating the arts into their core curriculum and school and community efforts to provide arts enrichment for individual schools. An elective, pull-out band program at the 4th-8th grade levels and a multi-month artist in residency/ arts integration program provided by the Mariposa County Arts Council for all 5th grade classrooms are offered consistently throughout the County. A new afterschool program for all 6-8 grade students offers once-a-week art instruction for interested students who can get to Mariposa County High School (where the program is held).

At grades 9-12, Mariposa County reports

36% of students were enrolled in arts classes during the 2018/2019 school year with 5% enrolled in music, 23% enrolled in visual arts/media arts classes, 10% enrolled in theatre and 0% enrolled in dance.⁷ All formal arts instruction takes place at Mariposa County High School, the County's single comprehensive high school. Arts learning opportunities are quite limited at the County's two small/necessary high schools and alternative learning programs, which are geographically isolated. Offered equitably to all high schools in Mariposa is a visual literacy and field trip program, SITE+VISION, provided by the Mariposa County Arts Council.

Appreciating the existing arts education programs and initiatives present in Mariposa, the current state of arts instruction in the County signals a need to build the capacity and infrastructure to support quality and equitable arts instruction across all schools. While this may sound ambitious in scope, many hands make light work and Mariposa's deeply established civic ecosystems provides a strong foundation upon which to develop and support an innovative arts education experience for all of Mariposa's students, in a manner that is reflective and unique to our community.

In fact, the Mariposa County Office of Education and Mariposa County as a whole is at an exciting place in terms of building a roadmap for arts education with a number of powerful regional and community assets at the ready to help with the heavy lifting. The Mariposa County Office of Education is included in CCSESA Art Initiative Region 7 (Fresno, Tulare, Kings, Merced, Madera and Mariposa Counties), which is a cohesive,

energetic group working to build relevant resources and a recognizable identity (Highway 99 Arts) in the state's Central Valley/Sierra region. In response to needs identified by Region 7 communities, the group's work has shifted to focus on two things: 1. supporting and empowering educators in rural communities and 2. connecting social emotional learning and the arts. This regional work aligns and directly responds to intentions and needs in Mariposa County and priorities identified by our Arts Planning Team.

At the county-level, in April 2019, the County of Mariposa was awarded a National Endowment for the Arts Our Town grant to develop a Creative Placemaking/Cultural Arts Master Plan for the entirety of the County. One of the aims of this project is to create, in concert with the Mariposa County Office of Education, a County-wide initiative that embeds arts education and art learning into all creative placemaking endeavors. As the County fuses infrastructure and policy development with creative design, public art, and cultural vibrancy there will be ample opportunities to include classroom students in both authentic art-making and art engagement projects directly related to the communities in which they live. The timeline on this is fortuitous, as Mariposa County Office of Education has completed this Strategic Arts Plan while the County is still in the public feedback phase of the development of their Creative Placemaking Master Plan. Therefore, MCOE/MCUSD's Arts Education Strategic Plan will be used as a guiding document for the County's overall Master Plan with respect to

creating embedded opportunities for authentic arts learning for students across Mariposa.

At the ground level, since 2013, the Mariposa County Office of Education and the Mariposa County Arts Council have worked closely together to introduce art integration methodology and practice into primary education classrooms by providing artist residencies in classrooms. Additionally, in 2019, MCOE provided trainings for all MCUSD PK-8 teachers to learn about art integration and other arts learning opportunities. These two programs have generated deep interest, buy-in, and desire from classroom teachers, at all levels, to infuse more arts instruction into their classroom curriculum. However, at the same time, teachers have also voiced concerns about the need for more support, professional development, and resources to make this possible. As a response to these voiced concerns, this Strategic Plan prioritizes the desires and needs being expressed by teachers.

⁶ Lisa Donovan and Maren Brown, Leveraging Change: Increasing Access to Arts Education in Rural Areas, Working Paper.

⁷ California Arts Education Data Project, 2018/2019 - It should be noted that Music Department Faculty were in a transitional state in 2018/2019 thus accounting for low enrollment. This has historically been a robust program with high enrollment.

STUDENT
STATEMENT

*Art lives
in this
community,
it is up to the
leadership
in our
community
to curate it
and bring
it together
to make it
accessible to
the kids that
need it.*

My parents tell me how, when I was very small, I used to draw different colored circles all over my pages, different sizes, perfect circles and not so perfect circles. My mom claims that was when she knew I was going to pursue art. My name is Graciela Tafoya, and I received my education, from preschool to 12th grade, in Mariposa County. Since I can remember, I've always been drawn towards art, grabbing at whatever opportunity to get my hands dirty in this world of color, movement and shapes. I started out drawing at a level I believe most kids draw at, but through encouragement and support, I let my skills grow. Of course, there were circumstances when my environment may have held me back, but it never stopped me from searching for art in every place I went. I carried my love for art through school, taking what few art classes there were in my community. Starting small with in class creativity or taking an after school class where I learned how to draw trees in 3rd grade. I was also the first to jump into anything else close to art, from drama classes to band, or ballet, I loved it all. But as I grew older, it became more evident that what I ached for was an art intensive class. I wanted an art curriculum, something that would challenge the way I created art. I was growing tired of repeating the same basics every year.

As I approached my freshman year of high school I pushed for an art elective, which I ended up receiving. My sophomore and junior years of highschool I took art production and digital photography. And now, in my senior year, I am taking a yearbook class so I can further my growth towards documentary photography, which is the career path I hope to enter. However it was difficult, and sometimes even frustrating that I had to push and nag and take it upon myself to create a sequential art program in highschool. Talking with counselors, moving around my classes, taking college courses in place of other classes, there were lots of things I did to be able to keep art in my schedule each year.

As a result of fighting to keep art in my schedule and wonderful art teachers/mentors who worked with me to help create a portfolio and provided authentic learning experiences, I can proudly say that I was accepted into Cal Poly for Art and Design, Sacramento State for Photography, and most proudly the School of Art Institute of Chicago with several art scholarships. I owe a lot of this achievement to The Mariposa Arts Council, for encouraging me, motivating me, and exposing me to opportunities I would have otherwise never seen. Working with them was a gift inside itself, they opened up doors for me that lead to various people, events, skills, and more. But most importantly, they offered guidance and hands on experience exploring creative fields,

ideas and futures. It is my hope that this arts plan will provide support for teachers wanting to embed artistic learning into their classrooms and more opportunities for students wanting to enter the arts professionally.

Nonetheless, I tried to combat my own disadvantage by taking initiative in my community, involving myself in the arts all around, from entering small art competitions in my community to involving myself in arts education over the summer. Despite the disadvantages I had in creating my portfolio of both experience and artwork, I can proudly say that I was accepted into Cal Poly for Art and Design, Sacramento State for Photography, and most proudly the School of Art Institute of Chicago with several art scholarships. I owe a lot of this achievement to The Mariposa Arts Council, for encouraging me, motivating me, and exposing me to opportunities I would have otherwise never seen. Working with them was a gift inside itself, they opened up doors for me that lead to various people, events, skills, and more. But most importantly, they offered guidance and mentorship in exploring creative fields, ideas and futures. It is my hope that this arts plan will guide students, instead of making them guide themselves, into the world of art. By forcing children to search for art themselves, by not giving them the opportunity to improve, we are pulling art away from them.

The Mariposa community is built on the prospect of its youth, of connecting with them and keeping them involved. It is important to bring art into this system, this community, in order for us to connect and create as a whole. Art lives in this community, it is up to the leadership in our community to curate it and bring it together to make it accessible to the kids that need it. With this ~~we can give students the opportunity to be engaged in and have a voice in art from the beginning.~~

Graciela Tafoya
Mariposa County High School Senior, 2020
Arts Planning Team Member, 2019-2020
Mariposa County Arts Council Student Intern, 2015-2020

This Strategic Art Plan has been designed to provide a clear pathway forward for the Mariposa County Office of Education/ Mariposa County Unified School District and members of Mariposa's community working to support quality arts education for Mariposa's youth. Developed by the County's educational administrators, teachers, artists, parents, students, community organizations and interested citizens this plan is specific to Mariposa and reflects the nuanced nature of the community. It honestly considers the many challenges and limitations the County faces with respect to arts learning and offers thoughtful and achievable solutions, leveraged by the community's many assets, to grow and sustain high quality, equitable and sequential arts education for every one of Mariposa's students. Most importantly it builds the capacity and infrastructure needed for effective collective impact, grafting and nurturing the community's connective tissue and creating the support mechanism to coalesce disparate arts education initiatives into a cohesive, robust and vital creative ecosystem benefiting not only its youth, but the entirety of Mariposa.

This plan includes a vision for the future of arts education in Mariposa County; strategic directions informed by that vision; a framework to support and sustain the strategic directions; and a comprehensive implementation plan. They are as follows:

VISION

We dedicate ourselves to the following Vision:

All of the Students in Mariposa County will have access to:

- Equitable, sequential creative arts- PK-12th Grade
- Increased capacity and support for arts integration
- Student centered Arts Education that empowers students through choice and voice

This vision will be realized through the following strategic directions:

STRATEGIC DIRECTIONS

1. Deliver curriculum, instruction and professional development to support the arts and arts integrations for all students;
 - 1.1 Develop a sustainable, progressive, diverse arts curriculum
 - 1.2 Empower teachers with relevant PD that allows choice and makes teaching easier
 - 1.3 Promote and empower student voice while exhibiting student creativity and expression

2. Build support for the arts through partnerships, relationships and shared spaces for community and school engagement;
 - 2.1 Forge relationships with community partners to support arts educations
 - 2.2 Support and celebrate relationships that foster each student's growth through authentic experience
 - 2.3 Partner with local businesses and organizations to provide space for students to create and/or present art.
 - 2.4 Develop inspiring school sites for students to thrive

3. Increased funding, leadership development and advocacy for long-term arts ecosystem support.
 - 3.1 Share our mission about arts education, advocating for its relevance and its benefits, persuading the community to participate and support
 - 3.2 Empower an inclusive leadership team to support an equitable and sustainable arts education plan implementation.
 - 3.3 Leverage existing and create new funding sources

To support and sustain our strategic directions, the power of arts education will be built through the following supporting framework:

SUPPORTING FRAMEWORK

Collaborative leadership to Ensure Equitable, Dynamic Outcomes in Arts

- Innovative, Coordinated Resource Sharing
- Inspiring School Sites
- Leveraged and Expanded Community Connections: Resources and Opportunities
- New Creative Spaces Flourishing in our Community

Long Term Sustainability will be fostered through:

- Arts alignment to the priorities of the District/ County/Community, including in support of MTSS, behavioral support, social and emotional support and academic support and achievement
- Increased funding for Arts Education through Grants, Memorandums of Understanding, and other available Resources.

STRATEGIC DIRECTION 1 - CONTENT
Deliver Curriculum, Instruction and Professional
Development to Support the Arts and Arts Integration for All Students

Phase 1

GOAL 1.1
Develop A Sustainable,
Progressive, Diverse
Arts Curriculum

Strategies
1.1a - 1.1g

**STRATEGY 1.1a - DEVELOP AN ARTICULATED
PK-8 CURRICULUM FOR THEATRE/DRAMA**

ACTIONABLE STEPS

- ☐ Survey schools/teachers to identify interest and specific needs at schools sites
- ☐ Identify interested teachers and launch pilot program
 - ☐ Grades PK-2 - Theatre Games
 - ☐ Grades 2-5 - Readers Theatre
 - ☐ Grades 3-8 - Integrated Curriculum
- ☐ Develop Curriculum and PD
- ☐ Evaluate Program

RESPONSIBLE PARTIES

- Arts Lead/Principals/Teaching Artists/Classroom Teachers

BUDGET IMPLICATIONS

- Project oversight for survey and project development/teacher planning time/minimal materials

MEASURABLE OUTCOMES

- Student/teacher needs identified
- Cohesive curriculum strategies for teachers
- Students have an opportunity to experience theatre/readers theatre/integrated curriculum in the classroom
- Students have an opportunity to practice oral presentation and use of body/voice and imagination in artistic and core subject content areas

**STRATEGY 1.1b - EXPAND AFTERSCHOOL
THEATRE OPPORTUNITIES**

ACTIONABLE STEPS

- ☐ Explore ways to expand after school theatre
- ☐ Explore student generated content

RESPONSIBLE PARTIES

- Arts Lead/After School Providers/Community Partners

MEASURABLE OUTCOMES

- Students create and perform original and known plays and poetry

**STRATEGY 1.1c - EXPAND AND SUPPORT
ACCESS FOR HIGH SCHOOL STUDENTS**

ACTIONABLE STEPS

- ☐ Conversation with MCHS Drama Department Faculty about program needs and outreach opportunities
- ☐ Explore development and bolster support for Rock and Write

RESPONSIBLE PARTIES

- Arts Lead/Drama Department Faculty

MEASURABLE OUTCOMES

- High School students have additional opportunities to create and perform in theatre.

**STRATEGY 1.1d - DEVELOP AN ARTICULATED
PK-8 CURRICULUM FOR VISUAL ARTS**

ACTIONABLE STEPS

- ☐ Convene team of interested teachers and teaching artists to develop the sequence and articulation, building on best practices in place, and launch a pilot program
 - ☐ Grades PK-2 - Connect curriculum to Social Emotional Learning
 - ☐ Grades 3-5 - Develop larger projects tied to Mariposa's Natural and Cultural Assets (field trips) or integrated into other core subject content. Develop creativity and imagination through progressive/sequential lessons (more and more complex)
 - ☐ Grades 6-8 - Develop curriculum that explores visual arts mediums, fundamentals, and art appreciation (consult with High School Art Department Faculty to determine specifics); Field Trip to Art Museum; Incorporate Portfolio reviews into curriculum
- ☐ Offer Professional Development to Teachers
- ☐ Evaluate Program
- ☐ Create an Art Supply closet on every campus
- ☐ Determine how to provide every teacher with an allotted art supply budget
- ☐ Consider video and virtual/live art lessons with multiple schools and classrooms at the same time
- ☐ Consider doing a portfolio week

RESPONSIBLE PARTIES

- Arts Lead/Principals/Classroom Teachers/Teaching Artists

BUDGET IMPLICATIONS

- Project oversight and coordination/Planning time /Cost of art supplies/Cost of field trips

MEASURABLE OUTCOMES

- Cohesive, articulated curriculum in visual arts PK-12, shared across the county
- Students have an opportunity to all experience standards based/grade level appropriate visual arts instruction in the classroom
- Students have the opportunity to experience art and nature/environment in the setting that makes Mariposa unique
- More students have access to opportunities in the visual arts aligned to grade level standards

**STRATEGY 1.1e - CONTINUE TO DEVELOP 5th
GRADE PROGRAM WITH MARIPOSA COUNTY
ARTS COUNCIL**

ACTIONABLE STEPS

- ☐ Look at the possibility of expanding to middle schools.
- ☐ Explore themes connected to County's Creative Placemaking Master Plan and larger community projects

RESPONSIBLE PARTIES

- Arts Lead/Mariposa County Arts Council/Principals/Teachers

BUDGET IMPLICATIONS

- Art Supplies/Teaching Artists/Project Coordination

MEASURABLE OUTCOMES

- The program from the Mariposa County Arts Council is valued, sustained and expanded

**STRATEGY 1.1f - DISTRICT WIDE MEDIA
LITERACY DISCUSSION ON CURATED
INFORMATION/HOW TO CREATE AND SHARE**

ACTIONABLE STEPS

- ☐ Develop norms and values for media arts - even at the lower grades
- ☐ Develop a digital portfolio for all students to store and share artifacts of visual, performing and media arts as they move through their education K-12

RESPONSIBLE PARTIES

- Arts Lead/Principals/Classroom Teachers/Teaching Artists

BUDGET IMPLICATIONS

- Program oversight/coordination and planning time

MEASURABLE OUTCOMES

- District models constructive media literacy
- Students have an opportunity to showcase and archive their own work

**STRATEGY 1.1g - DEVELOP AN ARTICULATED
PK-8 CURRICULUM FOR MEDIA ARTS**

ACTIONABLE STEPS

- ☐ Conduct survey that explores the scope of media arts and how it's already infused into curriculum and the creative content students are creating independently
- ☐ Explore the potential or intentional use of existing classroom tech assets for media arts applications
- ☐ Identify interested teachers to develop the sequence and articulation, building on best practices in place, develop curriculum and launch a pilot program.
 - ☐ Grades PK-5 Curriculum specifics TBD
 - ☐ Grades 6-8 - Focus on production to expand quality and rigor as media arts is integrated into the curriculum; develop an understanding with middle school students around the influence of social media and content creation within guidelines. Look for opportunities to incorporate media arts into classroom presentations; create online platforms for original work; video game production class(?)
- ☐ Offer Professional Development
- ☐ Evaluate Program

GOAL 1.1
Develop A Sustainable,
Progressive, Diverse
Arts Curriculum

Strategies
1.1g-1.1l

STRATEGIC DIRECTION 1 - CONTENT
Deliver Curriculum, Instruction and Professional
Development to Support the Arts and Arts Integration for All Students

Phase 1

(1.1g)
RESPONSIBLE PARTIES

- Arts Leads/Principals/Classroom Teachers/Teaching Artists/After School Resources/Community Partners

BUDGET IMPLICATIONS

- Project oversight and coordination/Teacher planning time

MEASURABLE OUTCOMES

- Teachers have an opportunity to align instruction with available tools around media and digital arts
- Students have an opportunity to create and share content with proper guidelines
- Students have an opportunity to all experience standards based/grade level appropriate media arts instruction in the classroom

STRATEGY 1.1h - DEVELOP BEST PRACTICES FOR MUSIC FOR ALL STUDENTS PK-8
The Arts Planning team would like to recommend that “modern/contemporary” music be incorporated into the music curriculum offered during the school day. This might include pop music, rock music, and world music. Building on community resources, such as Adam Burns’ Beat Harvest, bring in guitar, songwriting, vocals, and electronic production to provide access for more students to learn music.

- ACTIONABLE STEPS**
- ❑ Grades PK-2 - Bring primary grade teachers together to discuss preferences for general music in the classroom - what supports are needed? Consider vocal music, rhythm and introduce simple movement; decide on content and consult with teaching artists
 - ❑ Grade 3 - consider general music for all 3rd graders, possible ukuleles of recorders 30-45 minutes once or twice a week
 - ❑ Expand opportunities for Grades 4-6 students -
 - ❑ Evaluate and reconsider “pull-out” programs for music at the 4th grade level:
 - ❑ Consider issues of equity and impact on academics
 - ❑ Consider choir or vocal music for students who do not pick instrumental music so all students are doing music at a certain time

- ❑ Consider addition of modern/contemporary/world music to the more traditional European canon of music taught
- ❑ Expand Grades 7-8 electives in music to include more contemporary music

RESPONSIBLE PARTIES

- Arts Lead/Principals/Teachers/Teaching Artists

BUDGET IMPLICATIONS

- Program oversight and coordination/Teacher planning time/Teaching Artists

MEASURABLE OUTCOMES

- Teachers have an opportunity to build capacity to offer music and movement at primary grades to introduce all students to music
- All third graders have the opportunity to explore instrumental music
- All students in Grades 4-8 are offered music sequential instruction

STRATEGY 1.1i - SUPPORT AND SUSTAIN HIGH SCHOOL MUSIC PROGRAM

- ACTIONABLE STEPS**
- ❑ Explore how music staff can be expanded - perhaps using community resources
 - ❑ Consider multiple tracks of traditional and contemporary music
 - ❑ Consider vocal/guitar/songwriting Expand Choir Club to a class

RESPONSIBLE PARTIES

- Arts Lead/Principals/Teaching Artists/Music Department Faculty

BUDGET IMPLICATIONS

- TBD

MEASURABLE OUTCOMES

- Students experience expanded, sequential music education tied to standards

STRATEGY 1.1j - DEVELOP AN ARTICULATED CURRICULUM OF DANCE THAT CAN BE OFFERED DURING PE FROM GRADES PK-8

- ACTIONABLE STEPS**
- ❑ Grades PK-2 - Empower classroom teachers to offer music and movement through PE minutes
 - ❑ Grades 3-4 - Tie dance to other cultures, including Native American dance. Introduce partner dance within PE
 - ❑ Grade 5 - Elevate the use of partner and social dance: square dance/ballroom/salsa/merengue (part of PE standards and part of social emotional learning). Consider bringing forward Miwuk Tribal dances and offer in a festival format
 - ❑ Grade 6-8 - Explore possibilities to add dance to the electives or PE time

RESPONSIBLE PARTIES

- Arts Lead/Teachers supported through PD and coaching/Community Partners

BUDGET IMPLICATIONS

- PD and possibly curriculum videos

MEASURABLE OUTCOMES

- Dance is integrated in PE and other content areas by classroom teachers supported by PD

STRATEGY 1.1k - EXPAND OFFERINGS IN DANCE AT HIGH SCHOOL LEVEL

- ACTIONABLE STEPS**
- ❑ Explore possibilities to add dance to the electives or to the PE time beyond Dance Club
 - ❑ Explore working with teaching artists for artist residencies

RESPONSIBLE PARTIES

- Arts Lead/Community Partners

BUDGET IMPLICATIONS

- TBD

MEASURABLE OUTCOMES

- Dance is offered Grades 9-12

STRATEGY 1.1l - ALIGN THE ARTS TO THE PRIORITIES OF THE DISTRICT/COUNTY IN SUPPORT OF MULTI-TIER SYSTEMS OF SUPPORT (MTSS)

MTSS and SOCIAL EMOTIONAL LEARNING (SEL) + the ARTS - the Arts Planning Team would like to recommend that all students have access to the arts. This includes, but is not limited to students who need academic intervention, behavioral intervention or social and emotional supports. This also includes English learners, foster and homeless youth, and students with special needs/ different abilities. Access, equity and inclusion are the guiding principles of this plan.

- ACTIONABLE STEPS**
- ❑ Ensure that all students are included in arts instruction
 - ❑ Provide arts that are connected directly to the 5 SEL competencies of: 1. Self Awareness, 2. Self Management, 3. Social Awareness, 4. Relationship Skills, 5. Responsible Decision Making
 - ❑ Support Teachers through curriculum, coaching and PD to utilize arts strategies as SEL is offered to students
 - ❑ Provide creative expression opportunities for students who require behavioral support

RESPONSIBLE PARTIES

- Arts Lead/Arts Providers, MTSS/School Counselors/Teachers

BUDGET IMPLICATIONS

- Planning/PD/Materials

MEASURABLE OUTCOMES

- The whole child will be supported through arts-based strategies that support SEL

STRATEGIC DIRECTION 1 - CONTENT
Deliver Curriculum, Instruction and Professional
Development to Support the Arts and Arts Integration for All Students

Phase 1

GOAL 1.2
Empower Teachers
With Relevant
Professional
Development That
Allows Choices And
Makes Teaching Easier
(& more fun!)

STRATEGY 1.2a - DEVELOP AND OFFER
PROFESSIONAL DEVELOPMENT IN: ARTS
INTEGRATION, THEATRE, VISUAL ARTS,
MEDIA ARTS AND DANCE

ACTIONABLE STEPS

- ❑ For all fields - Survey for interest; identify and train teaching artists; build off TEAL modules; assess effectiveness; share lessons/strategies/idea bank
- ❑ For Arts Integration - Offer ongoing PD/PLC to inspire teachers to include arts into core content areas; explore the possibility of hiring a K-8 Arts Integration coach at the district to support practices and provide PD
- ❑ For Visual Arts - Develop and provide PD for school counselors so they understand the value of visual arts at the creative careers it supports; distribute findings of the Otis Report on the Creative Economy detailing jobs and career to parents, students,

teachers, and counselors; explore the possibility of having secondary teachers support visual arts PD for elementary teachers; bring in teaching artists to talk about careers in digital and traditional arts

- ❑ For Media Art - Empower teachers to use existing tech assets in the classroom to develop creativity and expression in students
- ❑ For Dance - Work with PE Standards - consider non-traditional offerings that bridge dance and PE (yoga, martial arts, gymnastics)

RESPONSIBLE PARTIES

- Arts Lead, Teachers/Community Partners/Teaching Artists

BUDGET IMPLICATIONS

- Cost of PD/Teaching Artists/Planning and Coordination

MEASURABLE OUTCOMES

- Allowing teachers to have choice in arts integration, survey annually for adoption in the classroom. Looking for increased adoption year over year
- Teachers more comfortable with artistic content and empowered to integrate it into their instruction
- All art forms valued and offerings expanded in an intentional and sequential way

STRATEGY 1.2b - CONSIDER
PROFESSIONAL DEVELOPMENT/TRAINING
FOR VOLUNTEERS (PARENTS/COMMUNITY
MEMBERS)

ACTIONABLE STEPS

- ❑ Identify community members with willingness and ability

RESPONSIBLE PARTIES

Arts Lead/Community Partners/Community Members/Teachers

BUDGET IMPLICATIONS

Project organization and coordination

MEASURABLE OUTCOMES

- More community engagement
- More students would have access to art experiences in the classroom

GOAL 1.3
Promote and Empower
Students Voice While
Exhibiting Student
Creativity And
Expression

STRATEGY 1.3a - EMPOWER STUDENT
VOICE THROUGH SHOWCASES

ACTIONABLE STEPS

- ❑ Develop opportunities for student showcases: At schools; in the community (local venues and connected to Creative Placemaking projects); open house art exhibitions (juried); Youth Arts Day/fundraiser; student artists networks for showcasing art - social media/artist posts; consider highlighting the arts at incoming Freshman Day; weekly feature in local news outlets

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community/implementation support/Students/Teaching Artists/Community Members

MEASURABLE OUTCOMES

- Students work is showcased more frequently within the schools and within the community

STRATEGY 1.3b - SHOW VALUE OF THE
ARTS THROUGH STUDENT PERFORMANCES
AND SHOWCASES

ACTIONABLE STEPS

- ❑ Demonstrate outcomes of projects and programs (student achievement/reduction in referrals, student engagement, reduction in absenteeism, etc.)
- ❑ Allow and encourage students to curate art shoes - bring in a theme/selection process and encourage artist statements and interpretive text

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community/School Counselors/Students/Community Members

STRATEGIC DIRECTION 1 - CONTENT
Deliver Curriculum, Instruction and Professional
Development to Support the Arts and Arts Integration for All Students

Phase 2

THEATRE/DRAMA STRATEGY 1.1a - INTEGRATE THEATRE INTO NEW ELA CURRICULUM (DUE IN 2023)
ACTIONABLE STEPS
<div><div></div>Look at ways to enliven curriculum with theatre as a new ELA curriculum is adopted for active student engagement</div>
RESPONSIBLE PARTIES
<div><div></div>Arts Lead/Classroom Teachers</div>
BUDGET IMPLICATIONS
<div><div></div>TBD</div>
MEASURABLE OUTCOMES
Theatre is a key component of ELA as highlighted in new ELA curriculum
STRATEGY 1.1b - STUDY FEASIBILITY OF OFFERING THEATRE AS AN ELECTIVE AT GRADES 6-8
ACTIONABLE STEPS
<div><div></div>Look at the possibility of offering more performance opportunities for Grades 6-8 in original or known texts</div> <div><div></div>Explore the possibility of making theatre an available elective</div> <div><div></div>Explore the possibility of an arts elective that incorporates both theatre basics and visual arts fundamentals</div>
RESPONSIBLE PARTIES
<div><div></div>Arts Lead/Teachers</div>
BUDGET IMPLICATIONS
<div><div></div>TBD</div>
MEASURABLE OUTCOMES
<div><div></div>Theatre or theatre/visual arts is made available to students in grades 6-8 at some schools</div>

VISUAL ARTS STRATEGY 1.1c - SUPPORT AND SUSTAIN VISUAL ARTS AT THE HIGH SCHOOL LEVEL
ACTIONABLE STEPS
<div><div></div>Offer a “Survey” class</div> <div><div></div>Curriculum supports “Teaching for Artistic Behaviors” pedagogy</div> <div><div></div>Encourage self-expression/creation of original work (beyond basic media/more creative exploration)</div> <div><div></div>Build on current offerings of 2 Photo Classes (CTE), Yearbook, and 2 Traditional Visual Arts Classes, with Art Production/Independent Study option - so that more students can pursue A-G requirement (Arts=F requirement)</div> <div><div></div>Incorporate Portfolio reviews into curriculum</div> <div><div></div>Create system-wide platform for resources, communication and student portfolios</div> <div><div></div>Develop a program of youth mentors to help younger students in visual arts (possible after school?)</div>
RESPONSIBLE PARTIES
<div><div></div>Arts Lead/Visual Arts Teachers/Principals</div>
BUDGET IMPLICATIONS
<div><div></div>TBD</div>

MEDIA ARTS STRATEGY 1.1d - DEVELOP A MEDIA ARTS CURRICULUM FOR GRADES 9-12
ACTIONABLE STEPS
<div><div></div>Develop courses: Photoshop; Film Lit; Progressive Media Art Curriculum; Video Game Production; Career Pathways</div>
RESPONSIBLE PARTIES
<div><div></div>Arts Lead/Principals/Teachers/Teaching Artists/Community Partners</div>
BUDGET IMPLICATIONS
<div><div></div>TBD</div>
MEASURABLE OUTCOMES
<div><div></div>High School students develop media literacy and understand career opportunities</div>

GOAL 1.1
Develop A Sustainable,
Progressive, Diverse Arts
Curriculum

STRATEGIC DIRECTION 2 - INFRASTRUCTURE
Build Support for the Arts through Partnerships, Relationships
and Shared Spaces for Community and School Engagement

GOAL 2.1
Forge Relationships With Community Partners To Support Arts Education

STRATEGY 2.1a - CONNECT TO COMMUNITY ASSETS

ACTIONABLE STEPS

- ☐ Determine what projects are already happening
- ☐ Work toward deeper collaboration and reduction of duplicated efforts
- ☐ Invite Creative Placemaking projects and community resource people to collaborate with teachers/develop a way to offer projects to teachers.
- ☐ Invite artists to teach classes contextualized to the landscape and unique environment of Mariposa County
- ☐ Develop relationship with Yosemite to deepen opportunities for students
- ☐ Integrate Ethos/Pathos into school programs/after school offerings

RESPONSIBLE PARTIES

- Mariposa County Arts Council/Community Partners/Teachers/Teaching Artists

BUDGET IMPLICATIONS

- Staff Time

MEASURABLE OUTCOMES

- Students are connected and invested in relevant art communities and projects unique to their home

STRATEGY 2.1b - HOLD COMMUNITY CONVERSATIONS

ACTIONABLE STEPS

- ☐ Determine where, when, who
- ☐ Develop a way to share findings: what would the community like to see more of? How can it connect to schools?
- ☐ Increase funding and support through community connections

RESPONSIBLE PARTIES

- Arts Lead/Mariposa County Arts Council/Creative Placemaking Citizens Advisory Committee/Community Partners

BUDGET IMPLICATIONS

- Staff Time

STRATEGY 2.1c - RECRUIT STUDENTS AND TEACHERS FOR PROJECTS IN THE COMMUNITY

ACTIONABLE STEPS

- ☐ Allow students to express what projects they

would like to carry out in the community in terms of creative placemaking projects and public art/installations/performances/workshops.

- ☐ Beautification of community spaces

RESPONSIBLE PARTIES

- Mariposa County Arts Council/Teachers, Students/Creative Placemaking Citizen Advisory Committee/Community Partners, Artists

BUDGET IMPLICATIONS

- Staff Time

MEASURABLE OUTCOMES

- Students participate in authentic and integrated arts projects with

STRATEGY 2.1d - COLLABORATE TO IDENTIFY ARTS PROJECTS TO SUPPORT COMMUNITY ARTISTS TO WORK WITH CLASSROOM TEACHERS

ACTIONABLE STEPS

- ☐ Survey for interest/Identify community artists and classroom teachers
- ☐ Community artists and classroom teachers work together to develop projects that integrate the arts. Share successful lessons broadly.

STRATEGY 2.1e - IDENTIFY AND POPULATE “MARIPOSA ARTS RESOURCE DIRECTORY” DATABASE/DIRECTORY OF PEOPLE AND SERVICES AVAILABLE IN OUR COUNTY

ACTIONABLE STEPS

- ☐ Create survey to collect contact information and expertise
- ☐ Determine best platform
Determine best way to keep up to date (annual survey)
- ☐ Make database widely known/accessible

RESPONSIBLE PARTIES

- Arts Lead/Mariposa County Arts Council/Artists/Teachers

BUDGET IMPLICATIONS

- Cost for data entry and updating

MEASURABLE OUTCOMES

- Database of arts providers available to all schools is available to all.

GOAL 2.2
Support & Celebrate Relationships That Foster Each Student’s Growth Through Authentic Experiences

STRATEGY 2.2a - DEVELOP A PIPELINE FOR STUDENTS TO UNDERSTAND ARTS OPPORTUNITIES AND CAREER PATHWAYS

ACTIONABLE STEPS

- ☐ Develop Youth Advisory Board for Arts Now/Arts Implementation Team
- ☐ Mentorship program for Artists and Creatives and Youth
- ☐ Mentorship Program for Older/Younger Youth Internship program for creative fields/industries in Mariposa
- ☐ Students connect with resident artists working on Creative Placemaking Projects
- ☐ Mariposa County Arts Council’s SITE+VISION Program to include more interaction with Arts Professionals

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community/Counselors/Mariposa County Arts Council/Community Partners/Community Artists

MEASURABLE OUTCOMES

- Students are more knowledgeable about careers in the visual and performing arts

STRATEGIC DIRECTION 2 - INFRASTRUCTURE
Build Support for the Arts through Partnerships, Relationships
and Shared Spaces for Community and School Engagement

GOAL 2.3
Partner
With Local
Businesses And
Organizations To
Provide Spaces
For Students To
Create And/Or
Present Art

STRATEGY 2.3a - CONDUCT OUTREACH TO NON-ARTS/
BEYOND ARTS PARTNERS TO SUPPORT ARTS FOR STUDENTS

ACTIONABLE STEPS

- ☐ Develop a list of possible local businesses and organizations to reach out to
- ☐ Identify a list of non traditional cross sector partnerships
- ☐ Explore partnership with County Fair to showcase arts or other options
- ☐ Identify potential spaces for students to create, display, present or perform visual and performing arts
- ☐ Connect arts learning to lifespan learning

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community

MEASURABLE OUTCOMES

- Cultivate 3 new partners in phase one, and 6 new partners in phase for student support and opportunities

GOAL 2.4
Developing
Inspiring School
Sites For Students
To Thrive

STRATEGY 2.4a - SCHOOLS SITES HAVE A MAKER SPACE

ACTIONABLE STEPS

- ☐ Identify what is currently in place for make spaces at each campus
- ☐ Survey teachers and students for interest in maker spaces
- ☐ Develop a list of equipment required for each space
- ☐ Look at STEAM or other arts integrated curriculum for maker spaces
- ☐ Combine Science Fair and Art Exhibitions for STEAM Fairs
- ☐ Explore the idea of a mobile maker space

RESPONSIBLE PARTIES

- Arts Lead/Principals/Teachers/Arts Now Community

BUDGET IMPLICATIONS

- Project Coordination and Time
- Materials

MEASURABLE OUTCOMES

- Maker space developed at every school that would like one.

STRATEGY 2.4b - BEAUTIFY SCHOOL SITES

ACTIONABLE STEPS

- ☐ School and community come together to beautify campuses
- ☐ Tie to Creative Placemaking Master Plan projects

RESPONSIBLE PARTIES

- Principals/Art Lead/Mariposa County Arts Council/Arts Now Community/Community Partners/Students/Teachers

BUDGET IMPLICATIONS

- TBD

MEASURABLE OUTCOMES

- Sites more beautiful and inviting

STRATEGIC DIRECTION 3 - SUSTAINABILITY
Increased Funding, Leadership Development and Advocacy
for Long-Term Arts Ecosystem Support

GOAL 3.1
Share Our Mission
About Arts Education,
Advocate For Its
Relevance and
Benefits, Persuade
The Community To
Participate/Support

**STRATEGY 3.1a - DEVELOP AN ARTS
NOW COMMUNITY TEAM TO SUPPORT
THE PLAN THROUGH IMPLEMENTATION**
(this encompasses the idea of “Art Boards”
developed by the team).

- ACTIONABLE STEPS
- ❑ Work the California Alliance for Arts Education to become an Arts Now Community. Include community wide members: school, County and community
 - ❑ Develop the team to communicate, advocate and support the arts

RESPONSIBLE PARTIES

- Arts Lead/Mariposa County Arts Council

BUDGET IMPLICATIONS

- Staff Time

MEASURABLE OUTCOMES

- Ongoing community effort to support implementation of the plan
- Teach grows advocacy and communication skills over time with state-wide resources and leadership development

**STRATEGY 3.1c - COORDINATE WITH
SITE PTAs TO ALIGN TO ARTS PLAN FOR
SUPPORT**

- ACTIONABLE STEPS
- ❑ Work with PTAs for communication, advocacy and support of the arts at each site.

RESPONSIBLE PARTIES

- Arts Now Community/Arts Lead

**STRATEGY 3.1d - DEVELOP A
COMMUNICATION PLAN TO PROVIDE
INFORMATION TO THE PUBLIC**

- ACTIONABLE STEPS
- ❑ Develop Communication Guidelines and Messaging for public communications
 - ❑ Create an online platform for students and teachers to upload artwork. Spotlight through social media
 - ❑ Determine best way and game plan for disseminating information

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community/District Administration/Principals/Teachers/Students

GOAL 3.2
Empower An Inclusive
Leadership Team To
Support An Equitable
And Sustainable
Arts Education Plan
Implementation
Strategy

**STRATEGY 3.2a - HIRE A COORDINATOR TO
ENSURE EQUITABLE ACCESS TO THE ARTS**

- ACTIONABLE STEPS
- ❑ Develop and Arts Leads or Arts Coordinator as a permanent position
 - ❑ Explore the possibility of one Arts ToSA: point person for all sites
 - ❑ Arts Coordinator/Lead will support curriculum efforts, Professional Development, Fund Development and Program Evaluation.
 - ❑ Arts Lead to coordinate with teachers so that the arts are highlighted publicly on a regular basis.

RESPONSIBLE PARTIES

- MCOE/District

BUDGET IMPLICATIONS

- Full or Part Time Staff

**STRATEGY 3.2b - HIRE/APPOINT AN ARTS
INTEGRATION COACH FOR PK-5**

- ACTIONABLE STEPS
- ❑ Explore possibility of hiring a K-5 Arts Integration Coach at the district to support practices
 - ❑ Arts Council could conduct PD and build/ support classroom teachers’ understanding and comfort with arts (gradual release)

RESPONSIBLE PARTIES

- MCOE/District

BUDGET IMPLICATIONS

- Full or Part Time Staff

**STRATEGY 3.2c - HIRE/APPOINT AN ARTS
INTEGRATION COACH FOR GRADES 6-8**

- ACTIONABLE STEPS
- ❑ A middle school ToSA or coach could develop arts offerings at the middle school level, make recommendations for promising programs, connect schools to community resources and teach

- ❑ The middle school ToSA or Coach could also conduct program evaluation and connect MTSS/SEL and the arts at this critical stage/ age

RESPONSIBLE PARTIES

- MCOE/District

BUDGET IMPLICATIONS

- Full of Part Time Staff

**STRATEGY 3.2d - APPOINT “ART
REPRESENTATIVES” FROM EACH SCHOOL
SITE TO BE THE POINT PERSON FOR
OPPORTUNITIES UNIQUE TO THAT SITE**

- ACTIONABLE STEPS
- ❑ Provide an application process for one rep from each school site
 - ❑ Develop a calendar of meetings and events for the year

RESPONSIBLE PARTIES

- Arts Lead/Principals/Teachers

BUDGET IMPLICATIONS

- Could offer an extra duty pay stipend

MEASURABLE OUTCOMES

- A network of arts reps is formed and meets regularly creating more opportunities

**STRATEGY 3.2e - WORK WITH ARTS NOW
COMMUNITY TEAM FOR STRATEGIC ARTS
PLAN IMPLEMENTATION AND SUPPORT**

ACTIONABLE STEPS

Develop action plan for Arts Now to align to priorities of Strategic Arts Plan

- ❑ RESPONSIBLE PARTIES
 - Arts Lead/Arts Now Community

MEASURABLE OUTCOMES

- Community is in full support of plan

GOAL 3.3
Leverage Existing And
Creative New Funding
Sources

STRATEGIC DIRECTION 3 - SUSTAINABILITY
Increased Funding, Leadership Development and Advocacy
for Long-Term Arts Ecosystem Support

STRATEGY 3.3a - PARTICIPATE IN LCAP PLANNING MEETINGS (ARTS REPRESENTATIVES FROM SCHOOL SITES)

ACTIONABLE STEPS

- ☐ Determine how arts can be supported under the broad goals of LCFF
- ☐ LCAP funding: define arts integrated curriculum as a solution for MTSS, College and Career Readiness, Campus Culture and Safety

RESPONSIBLE PARTIES

- Arts Now Community/Arts Lead/Art Reps

BUDGET IMPLICATIONS

- Funding for arts included in LCAP may be for Coordinator, resources, art supplies, professional development, etc.

MEASURABLE OUTCOMES

- Additional sustainable funding for the arts through LCAP funds

STRATEGY 3.3b - IDENTIFY FUNDS THAT MAY BE AVAILABLE FOR THE ARTS

ACTIONABLE STEPS

- ☐ Inquire about the use of Title IV funds that come the district (category A is VAPA)
- ☐ Inquire about the use of Title II funds (professional development)
- ☐ Inquire about the use of Title I funds (may be used to benefit all students - general music, arts and SEL, etc.)
- ☐ Coordinate with grant funding available from County, regional and state level funds

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community/Mariposa County Arts Council/Community Partners

MEASURABLE OUTCOMES

- Additional sources of funding may be identified

STRATEGY 3.3c - LOOK INTO GRANT OPPORTUNITIES

ACTIONABLE STEPS

- ☐ Explore opportunities for LEA funding from state and federal levels
- ☐ Explore national funding for wellness through the arts (SEL)

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community/Mariposa County Arts Council/District Fiscal

MEASURABLE OUTCOMES

- Additional Sources of Funding may be identified and secured

STRATEGY 3.3c - EXPLORE FUNDRAISING OPPORTUNITIES WITH THROUGH THE ARTS

ACTIONABLE STEPS

- ☐ Explore fundraising events that would work well within Mariposa’s current philanthropic climate while leveraging the arts

RESPONSIBLE PARTIES

- Arts Lead/Arts Now Community

STRATEGY 3.3d - IDENTIFY OPPORTUNITIES FOR STUDENT SCHOLARSHIPS AND TEACHER FUNDING IN THE ARTS

ACTIONABLE STEPS

- ☐ Distribute and create scholarship opportunities for students and teachers to study the arts

RESPONSIBLE PARTIES

- Arts Now Community/Mariposa County Arts Council/Community Partners

MEASURABLE OUTCOMES

- More students have access to financial support. Teachers access PD funding for conferences, etc.

STRATEGY 3.3e - HONOR DONORS WITH NAME RECOGNITION

ACTIONABLE STEPS

- ☐ Explore ways to honor donors

RESPONSIBLE PARTIES

- Arts Now Community

STRATEGY 3.3f - CONSIDER DEVELOPMENT OF AN ARTS EDUCATION FOUNDATION

ACTIONABLE STEPS

- ☐ Determine if there is a passionate group of supporters to start a Foundation
- ☐ Consider having some of the funding go to a permanent endowment
- ☐ Look to others for best practices
- ☐ Identify Fiscal Agent
- ☐ Fundraise

RESPONSIBLE PARTIES

- Arts Now Community/Mariposa County Arts Council

DECLARATION OF THE RIGHTS
OF ALL STUDENTS TO EQUITY IN
ARTS LEARNING

WHEREAS, Mariposa County Unified School Board acknowledges that arts learning – which includes dance, music, theatre, and visual and media arts – is an essential part of a comprehensive education for all students, pre-K-12, to prepare them for college, career and life.

WHEREAS, arts learning promotes critical thinking and problem-solving skills, supports overall academic achievement and nurtures skills that help all students in Mariposa County Unified School District succeed in school and in life.

WHEREAS Mariposa County Unified School Board recognizes that 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.

WHEREAS, we do adopt this declaration as follows:

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

1. The right to equitable access to pre-K-12 free, coherent and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, geographical location or legal status.

Every student in the Mariposa County Unified School District has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their background, culture, language or place of residence.

2. The right to special protection for every student's artistic and aesthetic development.
3. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning pre-K-12.

All students have the same right to fully develop their creative potential at every grade level and to not be excluded for any reason.

4. The right to arts learning programs in every school, district and community that are 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.

All students have the right to receive the resources they need to be successful in their arts studies in dance, music, theatre, and media and visual arts, including the right supplies and facilities and especially qualified teachers and curriculum that honors all cultures and languages.

5. 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.

All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them for college, career and life.

6. The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student and that demonstrate those values/beliefs in their public policies and practices.

All students have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that they are engaging in valuable and important work.

THEREFORE, BE IT RESOLVED, that the Mariposa County Unified School Board recognizes the powerful impact that an arts curriculum has in the cognitive and social development of students and its role as an essential component of a comprehensive education;

THEREFORE, BE IT FURTHER RESOLVED, that the Mariposa County Unified School Board adopts this Declaration and commits to taking the following actions:

Post the Arts Equity District badge on the district's website and social media channels.

Support students to participate in visual and performing arts courses that will help promote academic achievement, express creativity and foster social development.

- Continue to review our district's secondary-level schools data in the California Arts Education Data Project to analyze and understand where we currently stand and report the findings at a future board meeting.
- Dedicate appropriate resources – such as utilizing academic materials that align with state standards, creating or adding staff positions and providing suitable facilities that allow our students to participate in visual and performing arts learning.
- Promote arts learning that honors all cultures and languages by developing staff capacities, identifying community resources and creating opportunities for students to contribute to the design of their learning.

Adopted by the Mariposa County Unified School Board

Date: