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.

Jeff Aranguena, Superintendent, Mariposa County Office Of Education/Mariposa County Unified School District

Peggy Burt, Strategic Plan Facilitator, California Alliance for Arts Education

Cara Goger, VAPA Consultant, Mariposa County Office Of Education/Mariposa County Unified School District

With thanks to Sarah Anderberg, Director CCSESA Arts Initiative

Cover Art by Graciela Tafoya

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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.

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

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.

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

Phyllis Becker - Teaching Artist/Community Artist

Jen Beavers - Woodland Elementary School 3rd Grade Teacher, MCUSD

Pete Bothwell - Mariposa County High School Visual Art Teacher, MCUSD

Rose Fluharty - Mariposa County After School Program (Middle School), MCOE/MCUSD

Cara Goger - Executive Director, Mariposa County Arts Council & VAPA Consultant, MCOE/MCUSD

Jill Harry - President of the Academic Boosters Club, Parent

Carol Hart - Mariposa County Arts Council Board Member, Biologist, Dancer

Joshua Kim - Director of Special Services, MCOE/MCUSD

Lydia Lower - Director of Educational Services and ELL, MCOE/MCUSD

Marci Messick - El Portal Elementary School 5th Grade Teacher, MCUSD

Katie Pike - Woodland Middle School Teacher, MCUSD

Flora Savage - Mariposa County High School Counselor, MCUSD, Artist and Musician

Graciela Tafoya - Mariposa County High School Student

Tyson Welcomm - Alliance for Community Transformation/Pathos Printing

Peggy Burt - Strategic Plan Facilitator California Alliance for Arts Education

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Introduction

Situated on the western foothills 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 residents 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 (MUCUSD) 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. 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.

In alignment with the National Core Arts 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.

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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.
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. 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 with creative design, public art, and infrastructure and policy development opportunities to include 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.

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.


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.
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 high school 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 high school. 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 mentorship in 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

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.
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:
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.

SUPPORTING FRAMEWORK

1. Deliberate 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

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

Phase 1

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

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

BUDGET IMPLICATIONS
- Art Supplies/Teaching Artists/Project Coordination

MEASURABLE OUTCOMES
- Students have an opportunity to showcase their 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
- Program oversight/coordination and planning time

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

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(s)

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
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
着重: 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

STRATEGY 1.1i - SUPPORT AND SUSTAIN HIGH SCHOOL MUSIC PROGRAM

ACTIONABLE STEPS
探索: 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
着重: 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/balsa/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
探索: 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)
  - 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
着重: 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

GOAL 1.3
Promote and Empower Student 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 artist 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 shows - 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

MEASURABLE OUTCOMES
• More community engagement
• More students would have access to art experiences in the classroom

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

IMPLEMENTATION PLAN
GOAL 1.1
Develop A Sustainable, Progressive, Diverse Arts Curriculum

PHASE 2

THEATRE/DRAMA
STRATEGY 1.1a - INTEGRATE THEATRE INTO NEW ELA CURRICULUM (DUE IN 2023)

ACTIONABLE STEPS
- Look at ways to enliven curriculum with theatre as a new ELA curriculum is adopted for active student engagement

RESPONSIBLE PARTIES
- Arts Lead/Classroom Teachers

BUDGET IMPLICATIONS
- TBD

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
- Look at the possibility of offering more performance opportunities for Grades 6-8 in original or known texts
- Explore the possibility of making theatre an available elective
- Explore the possibility of an arts elective that incorporates both theatre basics and visual arts fundamentals

RESPONSIBLE PARTIES
- Arts Lead/Teachers

BUDGET IMPLICATIONS
- TBD

MEASURABLE OUTCOMES
- Theatre or theatre/visual arts is made available to students in grades 6-8 at some schools

VISUAL ARTS
STRATEGY 1.1c - SUPPORT AND SUSTAIN VISUAL ARTS AT THE HIGH SCHOOL LEVEL

ACTIONABLE STEPS
- Offer a "Survey" class
- Curriculum supports "Teaching for Artistic Behaviors" pedagogy
- Encourage self-expression/creation of original work (beyond basic media/more creative exploration)
- 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)
- Incorporate Portfolio reviews into curriculum
- Create system-wide platform for resources, communication and student portfolios
- Develop a program of youth mentors to help younger students in visual arts (possible after school?)

RESPONSIBLE PARTIES
- Arts Lead/Teachers/Principals

BUDGET IMPLICATIONS
- TBD

MEASURABLE OUTCOMES
- High School students develop media literacy and understand career opportunities

MEDIA ARTS
STRATEGY 1.1d - DEVELOP A MEDIA ARTS CURRICULUM FOR GRADES 9-12

ACTIONABLE STEPS
- Develop courses: Photoshop; Film Lit; Progressive Media Art Curriculum; Video Game Production; Career Pathways

RESPONSIBLE PARTIES
- Arts Lead/Principals/Teachers/Teaching Artists/Community Partners

BUDGET IMPLICATIONS
- TBD

MEASURABLE OUTCOMES
- High School students develop media literacy and understand career opportunities
GOAL 2.1
Forging 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 and 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

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
- Beautification of community spaces

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 Citizen Advisory Committee/Community Partners

BUDGET IMPLICATIONS
- Staff Time

MEASURABLE OUTCOMES
- Students participate in authentic and integrated arts projects with

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.

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

BUDGET IMPLICATIONS
- Staff Time

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

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.

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

BUDGET IMPLICATIONS
- Staff Time

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

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
- Make database widely known/accessable

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/Teaching 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**
- TBD

**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
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

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

BUDGET IMPLICATIONS
- Staff Time

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 also conduct program evaluation and connect MTSS/SEL and the arts at this critical stage/age

RESPONSIBLE PARTIES
- MCOE/District

BUDGET IMPLICATIONS
- Staff Time

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

ACTIONABLE STEPS
- Offer an application process for Arts Now to align to priorities of Strategic Arts Plan

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/District Administration/Principals/Teachers/Students

BUDGET IMPLICATIONS
- Could offer an extra duty pay stipend

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

**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**
- Additional Sources of Funding may be identified and secured

**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
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: