

Tulare County

Arts Master Plan

Executive Summary

2018-2023

Arts as Core. Arts for All.



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The *Tulare County Arts Master Plan (AMP)* was developed under the direction and recommendations of the Tulare County AMP Planning Team. This publication was edited by fourth-generation Tulare County resident Kate Stover, Visual and Performing Arts Consultant for the Tulare County Office of Education. Support and guidance for the entire strategic planning process was provided by Peggy Burt from the California Alliance for Arts Education.

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Tulare County Arts Master Plan

Tulare County Office of Education Mission Statement

The mission of the Tulare County Office of Education is to provide quality service and support to the students and school districts of Tulare County. This is achieved by promoting life-long learning opportunities that will help individuals lead healthy and productive lives. We are dedicated to work in a collaborative manner with students, parents, school districts, public agencies and communities to prepare students to meet the challenges of the 21st Century.

Arts Education Vision

We envision a Tulare County where every student in pre-kindergarten through grade twelve has equitable access to high-quality arts learning as part of a well-rounded education.

Foundational Cornerstones of the Arts Master Plan

Arts as Core - We believe the visual and performing arts: dance, media arts, music, theatre, and visual arts, are **core academic subjects** and should be included in a broad, inclusive course of study to ensure a **well-rounded education** for all students in pre-kindergarten through grade twelve. We further believe, in compliance with *California Education Code* Sections 51210 and 51220, all Tulare County schools and districts should provide discrete instruction in dance, media arts, music, theatre, and visual arts as part of their core curriculum.

Arts for All - We believe **all students**, regardless of race, ethnicity, national origin, religion, age, sex, sexual orientation, gender identity, disability, language, place of residence, socioeconomic status, documentation status, and/or academic status are entitled to equitable access to high-quality arts learning opportunities.

Strategic Directions and Core Values

Strategic Direction #1	Educational Equity for All
Core Value #1	Recognize the Impact of Equitable Access to the Arts on Ensuring Success for Every Student <i>Define the Arts as Essential Components in a Well-Rounded, High-Quality Education</i>
Core Value #2	Value Both Discrete and Integrated Student Learning Opportunities Through the Arts <i>Endorse High-Quality, Standards-Based, Arts Curriculum, Pedagogy, and Assessment</i>
Strategic Direction #2	Social and Emotional Well-Being
Core Value #3	Inspire Students to Discover Hope, Cultural Diversity, and Creative Expression Through the Arts <i>Embrace the Arts as Integral in Health, Wellness, Inclusion, and Acceptance</i>
Strategic Direction #3	College, Career, and Civic Life Readiness
Core Value #4	Challenge Students to Develop Cultural and Global Competence Through the Arts <i>Cultivate Vibrant Opportunities for Success Within the Creative Economy</i>
Core Value #5	Honor Student Engagement, Innovation, and Leadership in and Through the Arts <i>Celebrate Artistic Achievement, Mastery, and Learning</i>
Strategic Direction #4	Sustainable Systemic Change
Core Value #6	Empower Educators Through High-Quality Professional Learning in the Arts <i>Strengthen Leadership Capacity and Educator Preparation</i>
Core Value #7	Leverage Resources, Partnerships, and Funding for Systemic Change in the Arts <i>Provide Abundant Service and Support for Teaching and Learning</i>
Core Value #8	Build Public Will Through Ongoing Stakeholder Engagement, Advocacy, and Research <i>Recognize the Lasting Impact of the Arts on Students, Educators, Families, and Communities</i>

Strategic Direction #1		Educational Equity for All
Core Value #1	Recognize the Impact of Equitable Access to the Arts on Ensuring Success for Every Student <i>Define the Arts as Essential Components in a Well-Rounded, High-Quality Education</i>	
Goals		
1.1	Address the opportunity and achievement gaps by ensuring equitable access to arts learning opportunities in all educational settings	
1.2	Expand equitable access to high-quality arts learning opportunities for all students, both in school and out of school	
1.3	Support districts as a solution partner to reveal and address the unique local challenges in equitable arts learning	
1.4	Utilize data and research to highlight the impact of equitable access to high-quality arts education on student success and achievement	
1.5	Recognize and celebrate exemplary models of arts curriculum, instruction, and pedagogy ¹	

¹Adapted from: *A Blueprint for Creative Schools*. CREATE CA, 2015.

Strategic Direction #1		Educational Equity for All
Core Value #2	Value Both Discrete and Integrated Student Learning Opportunities Through the Arts <i>Endorse High-Quality, Standards-Based, Arts Curriculum, Pedagogy, and Assessment</i>	
Goals		
2.1	Support the transition to California's new Arts Standards and Framework	
2.2	Create model standards-based, culturally relevant, inter-disciplinary, discrete and integrated arts learning opportunities for grades pre-kindergarten through twelve	
2.3	Demonstrate the power of integrating arts learning across the curriculum	
2.4	Implement instructional strategies and assessments utilizing multiple measures of student learning, including: engagement, representation, and action and expression ²	
2.5	Provide ongoing evaluations and technical assistance for arts standards implementation	

¹*Universal Design for Learning Guidelines*. CAST, 2018.

Strategic Direction #2		Social and Emotional Well-Being
Core Value #3	Inspire Students to Discover Hope, Cultural Diversity, and Creative Expression Through the Arts <i>Embrace the Arts as Integral in Health, Wellness, Inclusion, and Acceptance</i>	
Goals		
3.1	Endorse the arts as an evidence-based strategy and intervention for improving student social, emotional, and character development ¹	
3.2	Honor culture, diversity, language, and traditions in and through the arts	
3.3	Improve school climate and culture by applying the arts as a catalyst for change	
3.4	Address the basic needs of students and families, including social and emotional well-being, through partnerships with community-based organizations and other local stakeholders ²	

¹*Core SEL Competencies*. Collaborative for Academic, Social, and Emotional Learning (CASEL), 2017.

²*California's Social and Emotional Learning Guiding Principles*. California Department of Education, 2018.

Strategic Direction #3		College, Career, and Civic Life Readiness
Core Value #4	Challenge Students to Develop Cultural and Global Competence Through the Arts <i>Cultivate Vibrant Opportunities for Success Within the Creative Economy</i>	
Goals		
4.1	Ensure students develop the essential knowledge, skills, and creative capacities to succeed in a global, diverse, and multilingual world ¹	
4.2	Reduce stigmas around artistic fields as college and career choices	
4.3	Strengthen strategic partnerships and ongoing support for college and career paths in the arts	
4.4	Develop tools, resources, and programming to assist students with researching college and career opportunities	

¹Adapted from: *California English Learner Roadmap*. California Department of Education, 2018.

Strategic Direction #3		College, Career, and Civic Life Readiness
Core Value #5	Honor Student Engagement, Innovation, and Leadership in and Through the Arts <i>Celebrate Artistic Achievement, Mastery, and Learning</i>	
Goals		
5.1	Build the capacity of burgeoning student arts leaders	
5.2	Promote student learning, civic engagement, and social justice in and through the arts	
5.3	Secure real-world applications and opportunities for students to pilot their designs, performances, and innovative creations	
5.4	Identify and recognize exemplary practices in arts leadership and education	

Strategic Direction #4		Sustainable Systemic Change
Core Value #6	Empower Educators Through High-Quality Professional Learning in the Arts <i>Strengthen Leadership Capacity and Educator Preparation</i>	
Goals		
6.1	Build the capacity of burgeoning arts educators and leaders	
6.2	Prepare educators and administrators to plan, implement, support, sustain, and administer high-quality, standards-based arts education programming	
6.3	Recognize local artists as valued partners in advancing arts education	
6.4	Advance high-quality arts instruction by connecting credentialed educators with schools and districts	

Strategic Direction #4		Sustainable Systemic Change
Core Value #7	Leverage Resources, Partnerships, and Funding for Systemic Change in the Arts <i>Provide Abundant Service and Support for Teaching and Learning</i>	
Goals		
7.1	Establish a countywide commitment to arts education through a district strategic planning initiative	
7.2	Provide ongoing guidance to schools and districts on methods for funding and sustaining high-quality arts education	
7.3	Forge strong family, community, and school partnerships to advance arts education goals	
7.4	Assure the appropriate specialized arts equipment, supplies, personnel, and resources are readily available to all schools and districts	

Strategic Direction #4		Sustainable Systemic Change
Core Value #8	Build Public Will Through Ongoing Stakeholder Engagement, Advocacy, and Research <i>Recognize the Lasting Impact of the Arts on Students, Educators, Families, and Communities</i>	
Goals		
8.1	Leverage the tools and resources developed by the CREATE CA statewide arts coalition to build public will for the arts	
8.2	Foster public and private partnerships to build community awareness and support for the advancement of arts education across Tulare County	
8.3	Collect and disseminate both quantitative and qualitative data to demonstrate the arts' impact on the whole child, whole family, and whole community ¹	
8.4	Annually revise, refine, and reflect on the Arts Master Plan	

¹Adapted from: *A Blueprint for Creative Schools*. CREATE CA, 2015.

References

- California Department of Education. *California English Learner Roadmap, 2018*.
 - *California's Social and Emotional Learning Guiding Principles, 2018*.
- CAST. *Universal Design for Learning Guidelines, 2018*.
- Collaborative on Academic, Social, and Emotional Learning, (CASEL). *CORE Social-Emotional Learning (SEL) Competencies, 2017*.
- CREATE CA. *A Blueprint for Creative Schools, 2015*.

Recommendations for Schools and Districts

Arts Education Vision

We envision a Tulare County where every student in pre-kindergarten through grade twelve has equitable access to high-quality arts learning as part of a well-rounded education.

There are a number of different entry points for schools and districts seeking to improve and expand their arts coursework and programming. While every journey toward equitable access for all is slightly unique, here are a few common first steps to consider:

- **Develop a District Strategic Plan** – Establish an ongoing commitment to ensuring equitable access to a high-quality arts education for every student by creating a comprehensive, board-approved districtwide strategic arts education plan
- **Allocate Funding for the Arts** – Align state and federal funding streams, such as the Local Control Funding Formula (LCFF); Titles I, II, and IV; After School Education and Safety (ASES); and 21st Century Community Learning Centers (21st CCLC) with arts education
- **Become an Arts Equity District** – Commit to ensuring all students have the right to fully develop their creative potential by collaborating with CREATE CA and adopting the *Declaration of the Rights of All Students to Equity in Arts Learning*
- **Identify an Arts Education Leader** – Hire or appoint an Arts Lead to coordinate campus arts programming by providing discrete and integrated arts instruction
- **Ensure Equitable Access for All** – Review master schedules, course listings, and teacher assignments to ensure all students have access to all of the arts disciplines: dance, media arts, music, theatre, and visual arts

Additional Resources

- *ESSA: Mapping Opportunities for the Arts*. Arts Education Partnership, 2018.
- *What School Leaders Can Do To Increase Arts Education*. Arts Education Partnership, 2018.

Arts Master Plan and Local Control Funding Formula Alignment

LCFF Priority #7	Course Access (<i>Conditions of Learning</i>)
Core Value #1	Recognize the Impact of Equitable Access to the Arts on Ensuring Success for Every Student <i>Define the Arts as Essential Components in a Well-Rounded, High-Quality Education</i>
LCFF Priority #2	Implementation of State Standards (<i>Conditions of Learning</i>)
Core Value #2	Value Both Discrete and Integrated Student Learning Opportunities Through the Arts <i>Endorse High-Quality, Standards-Based, Arts Curriculum, Pedagogy, and Assessment</i>
LCFF Priority #6	School Climate (<i>Engagement</i>)
Core Value #3	Inspire Students to Discover Hope, Cultural Diversity, and Creative Expression Through the Arts <i>Embrace the Arts as Integral in Health, Wellness, Inclusion, and Acceptance</i>
LCFF Priority #4	Pupil Achievement (<i>Pupil Outcomes</i>)
Core Value #4	Challenge Students to Develop Cultural and Global Competence Through the Arts <i>Cultivate Vibrant Opportunities for Success Within the Creative Economy</i>
LCFF Priority #5	Pupil Engagement (<i>Engagement</i>)
Core Value #5	Honor Student Engagement, Innovation, and Leadership in and Through the Arts <i>Celebrate Artistic Achievement, Mastery, and Learning</i>
LCFF Priority #1	Basic Services (<i>Conditions of Learning</i>)
Core Value #6	Empower Educators Through High-Quality Professional Learning in the Arts <i>Strengthen Leadership Capacity and Educator Preparation</i>
LCFF Priority #3	Parent Involvement (<i>Engagement</i>)
Core Value #7	Leverage Resources, Partnerships, and Funding for Systemic Change in the Arts <i>Provide Abundant Service and Support for Teaching and Learning</i>
LCFF Priority #8	Other Pupil Outcomes (<i>Pupil Outcomes</i>)
Core Value #8	Build Public Will Through Ongoing Stakeholder Engagement, Advocacy, and Research <i>Recognize the Lasting Impact of the Arts on Students, Educators, Families, and Communities</i>

Acknowledgements

The Tulare County Arts Master Plan would not have been possible without the contributions of these individuals.

Note: These positions and titles were accurate at the time that the Arts Master Plan Team met.

Arts Master Plan Team

- **Deanna Bowers** – *Visual Arts Educator* – Woodlake High School, Woodlake Unified School District
- **Jenny Burrow** – *Visual Arts and GATE Educator* – Kings River Union School District
- **Amanda Guajardo** – *Executive Director* – The Creative Center
- **Erik Gonzalez** – *Creative Outreach Consultant* – Urbanists Urban Art Collective
- **Joshua Kaneversky** – *Marketing Coordinator* – Visalia Arts Consortium
- **Kathy Masters** – *Visual and Performing Arts Educator* – Pixley Unified School District
- **Miguel Pasillas** – *Music Educator* – Farmersville High School, Farmersville Unified School District
- **Kate Stover** – *Visual and Performing Arts Consultant* – Tulare County Office of Education
- **Robert Styles** – *Media Arts Educator* – Monache High School, Porterville Unified School District
- **Randy Wallace** – *Consultant* – Networks2Action
- **Noah J. Whitaker** – *Community Outreach Manager* – Tulare County Health and Human Services Agency and *Task Force Director* – Tulare and Kings Counties Suicide Prevention Task Force

- **Peggy Burt** – *Strategic Planning Coach and Mentor* – California Alliance for Arts Education

Contributors

- **Michael Alvarez** – *Professional Photographer and Board Member* – Visalia Arts Consortium
- **Jenny Bautista** – *Business Services Manager* – Workforce Investment Board of Tulare County
- **Toni Best** – *Gourd Artist, Basket Weaver, and Retired Elementary Educator*
- **McKenna Friend-Hoffman** – *Patron Relations Manager* – Visalia Fox Theatre
- **Robin Hampton** – *Field Manager* – California Alliance for Arts Education
- **Amy King** – *Curator* – Tulare County Museum
- **Erin Olm-Shipman** – *Executive Director* – Visalia Fox Theatre
- **Alvaro Rodriguez** – *Specialist* – CHOICES Prevention Programs, Tulare County Office of Education
- **Seraya Sanchez** – *Student* – El Diamante High School, Visalia Unified School District

Additional Planning Support and Assistance

- **Sarah Anderberg** – *Director* – Statewide Arts Initiative, California County Superintendents Educational Services Association
- **Sibyl O’Malley** – *Senior Director of Advocacy and Communications* – California Alliance for Arts Education
- **Jessica Mele** – *Program Officer* – Performing Arts Program, William and Flora Hewlett Foundation
- **Jack Mitchell** – *Education Programs Consultant* – California Department of Education
- **Mary Rice** – *Visual and Performing Arts Consultant* – California Department of Education
- **Patricia ‘Pat’ Wayne** – *Program Director* – CREATE CA

Tulare County Office of Education

- **Jim Vidak** – *Tulare County Superintendent of Schools*
- **Charlene Stringham** – *Assistant Superintendent, Instructional Services*
- **Jennifer Francone, Ed.D.** – *Administrator, Educational Resource Services*
- **Robert Herman** – *Public Relations Officer*

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Tulare County
Office of Education
Committed to Students, Support and Service

