

# Mountain View School District

## Arts Education Plan

### 2017-2022

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## Mountain View School District Mission, Vision, and Core Values

### VISION

Each member of the District will hold themselves accountable for each student to become a life-long learner. Each student will become a problem solver, critical thinker, an effective communicator and a positive contributor to their school community.

### MISSION

Our Mission is:

We are committed to each student attaining academic success.

**“Inspiring Each Student to Succeed Every Day”**

### CORE VALUES

**“In all we do, we treat everyone with dignity and respect.”**

- **High Expectations:**
  - We have high expectations for each student and each adult in our District. We place no limits on students’ learning due to race, family income, gender identity, native language, or area of residence.
- **Enrichment:**
  - We believe in supporting the needs of the whole child through enrichment activities.
- **Family, Staff and Community Engagement:**
  - We engage families, staff and community members in supporting student achievement.
- **Accountable:**
  - We hold ourselves accountable for making decisions in the best interests of our students
- **Honesty:**
  - We are open, honest and transparent in our communication.
- **Fiscal Responsibility:**

We hold ourselves fiscally responsible to ensure we can achieve our mission.

## Arts Education in Mountain View School District

Historically, MVSD has maintained an instrumental music program for grades sixth through eighth as an elective and Art electives in grades seventh and eighth, supported through our District’s General Fund. Prior to the Local Control Funding Formula, arts education in other grade levels in our District had been promoted through state block grants (when available), art foundation grants, and grant-based programs offered through visual and performing arts venues such as museums, performance halls, and theatres. Currently, arts education is experiencing a renaissance in our District through the support of funding from our Local Control Accountability Plan (LCAP) and the continued support of grants. Our LCAP promotes the integration of the arts with content learning in grades TK-6 at the elementary level and enhanced support for our instrumental music programs in grades 6-8 at the secondary level. Key strategies that have been implemented in the past three years include Artist Residencies in all classrooms throughout the District in grades 2-5. These residencies include Shadow

Puppetry (2nd grade), Dance (3rd grade), Music (4th grade), and Theatre (5th grade). Through LCAP we are planning to expand our Artist Residency programs to grades TK-1 in the coming years.

Additionally, professional development in arts integration for teachers in grades TK-6 through the Technology Enhanced Arts Learning (TEAL) modules from the Los Angeles County Office of Education has taken root in the last two years. Over 120 teachers so far have participated at varying levels of depth in these trainings and three teachers have received comprehensive training in supporting this professional development as TEAL coaches.

While these new programs and professional development training opportunities have been positively received by students and teachers alike, our District lacked a current, cohesive, strategic plan for Arts Education to help guide our efforts to ensure greater equity, quantity, and quality of arts education.

In the Spring of 2017, the Visual and Performing Arts (VAPA) Council was formed to develop this plan with key stakeholders from each school site including district and site administration, credentialed arts teachers, classroom teachers, classified staff and parent representatives. Over the course of four meetings, the VAPA Council met to analyze the state of Arts Education in our District today and to create a vision and strategic plan to guide our Arts Education programs into the future. The Arts for All District Coach assisting in this strategic planning process was Sandy Seufert.

### **Los Angeles County Arts Commission – Arts Ed Collective**

**The Los Angeles County Arts Education Collective is dedicated to making the arts core in K-12 public education**

In 2002, the Los Angeles County Board of Supervisors established the Arts Ed Collective to align efforts across the region with the ambitious goal that LA County's 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide.

The development of the strategic plan for arts education is a partnership between Los Angeles County Arts Education Collective and Mountain View School District.

## Executive Summary

### Practical Vision Goals

The Visual and Performing Arts (VAPA) Council met and answered the question, “If all things were possible, what would we want to see in 2-3 years as the result of our plan?” The following Goals were created from a brainstorming session based on their vision for MVSD.

Standards-Based Curriculum	Designated and Ample Arts Instructional Time	Functional and Aesthetic Dedicated Arts Spaces	Availability of Quality Materials District-wide	Long-Term Community Arts Partnerships
Strong and Consistent Leadership in the Arts	District-wide Culture of Learning (Teachers and Students)	Display and Performance of Student Works	Empowered Community Involvement	Sustainable and Ample Funding

### Current Reality – Strengths, Challenges and Opportunities

*The Mountain View School District Visual and Performing Arts Council identified the strengths the District could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. March 23, 2017*

Asterisks indicate key actions

<b>Strengths</b> <i>Momentum Towards Vision</i>	<b>Challenges</b> <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> <li>• Leaders who value the arts</li> <li>• *Majority of teachers want to teach the arts but need support</li> <li>• *Teacher collaboration with Teaching Artists</li> <li>• *Community members with skills and the Arts that are supportive</li> <li>• Field trips</li> <li>• Rogue arts pockets</li> <li>• Desire</li> <li>• *Technology Enhanced Arts Learning (TEAL)</li> <li>• Parent involvement</li> <li>• Current Arts programming</li> </ul>	<ul style="list-style-type: none"> <li>• *Limited trust of Parents by Teachers</li> <li>• *Unrealistic expectations for low performing students (disappearing electives)</li> <li>• *Insufficient Arts spaces at all sites</li> <li>• Declining enrollment</li> <li>• *Unsolicited Parent involvement in the Arts</li> <li>• *Fragmented, sporadic, insufficient Arts offerings from Elementary to Middle School</li> <li>• *Disconnection to the curriculum (silos)</li> <li>• *Unrealistic expectations on the time needed to teach the Arts</li> <li>• *Uncoordinated use of Arts Resources (TEAL)</li> <li>• *Limited grant opportunities</li> <li>• Limited funding for transportation</li> <li>• Limited comfort zone for some Parents with the Arts</li> <li>• Uncommunicated needs where Parents could help</li> <li>• *Inadequate communication to get high quality Arts supplies</li> <li>• Limited childcare resources for Parents</li> <li>• Weakened and unmotivated Teacher buy-in</li> <li>• *Limited exposure to each of the Art forms</li> <li>• *Perceived barriers to attendance at Arts events</li> <li>• *Devalued showcasing of the Arts</li> <li>• *Barriers of language for non-English speakers</li> </ul>

## Current Reality from The Arts Education Profile

The district participated in The Arts Education Profile to assess the current status of arts programming across the district. The VAPA Council team also identified, while reviewing different sections of the profile, additional strengths challenges, and opportunities. The findings from the district profile summarized the following:

### Strengths

A dance program has been started for Grade 3. There is after-school music in one school. Some parents have participated in the Arts. 33% of principals say they have enough money for the Arts. 75% of parents have attended Arts events. The elementary schools have had puppetry, dance, music and theatre. 75% of elementary schools are offering visual arts and 78% are offering music for the 4<sup>th</sup> grade.

### Challenges

There is no visual arts as a part of after school programming. There is no longer a chorus at Madrid. Identified gaps/challenges exist with space, funding, time and personnel. 67% of principals find funding for the Arts to be insufficient. 0% of monies received are from donations. Active parent participation is listed at 17%. There are challenges with transportation (leave late/leave early). 4 out of 12 principals think that there are sufficient funds for the arts. Gaps in funding are evident. There is limited integration of the Arts with other subjects. There has been limited funding for quality arts instruction (programs/resources). Scheduling conflicts exists (time). Spaces for teaching the Arts is limited. Finding qualified staff (during or after school) is needed. In elementary schools, none offer after school visual arts and only one offers music. (Disclaimer: Some principals did not note in the survey artist residencies funded by the Arts for All Advancement Grant including: puppetry that would fall under theater instruction for grade 2, dance residencies in grade 3, music in grade 4, and theater in grade 5).

### Opportunities

(Note: These opportunities were identified by the VAPA Council as a result of reviewing the data but were not direct recommendations).

Provide more district and site art (music, dance/art) opportunities. Visit exemplary programs. Engage in more cultural organizational support (Community Arts Partners). Assign a District person to find free field trips. Assign District person to find more funding. Provide opportunities for staff/parent/student to showcase the Arts. Create an Arts (Community) calendars – Arts for All Blaster. Create a student interest survey, Engage in arts integration (TEAL/STEAM – Science, Technology, Engineering, Arts and Math. Find connections to the Next Generation Science Standards; Integrate the Arts with other subjects. Offer Arts professional development for staff. Allocate more funding for the Arts through LCAP (Local Control Accountability Plan). Offer art opportunities for students during the summer. Engage the after-school program THINK Together to incorporate Arts into their program. Take baby steps. Maximize the resource of TEAL and incorporate more technology. Create ways to better prepare parents for Arts events on and off campus. See how the arts can be a bridge for the community. Look at ways to increase the comfort level of staff and parents for off-site Arts events.

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Mountain View School District's VAPA Council (Visual and Performing Arts) was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The VAPA Council developed the following strategic directions, goal areas, and actions to support implementation. (March 23, 2017)

### 1. Provide the Foundation for Quality Arts Education

#### Goal 1: Provide Functional and Aesthetic Dedicated Spaces for the Arts

##### Actions:

- a. Assign a room and central teaching location at each school
- b. Provide arts spaces for after school programs
- c. Form a designated Parent/Staff volunteer crew to organize and supply spaces
- d. Identify appropriate personnel to maintain dedicated arts room(s)

#### Goal 2: Provide Quality Materials

##### Actions:

- a. Survey teachers on art material needs
- b. Collaborate with Purchasing for high quality supplies
- c. Supply each site with adequate materials

#### Goal 3: Provide Adequate Leadership and Resources

##### Actions:

- a. Secure grants and engage in fundraising
- b. Get an assistant or coordinator for the arts to help with grant writing, parent communication, and coordinating arts education

### 2. Enrich the Community and Celebrate the Arts

#### Goal 1: Engage and Empower Parents

##### Actions:

- a. Engage in Parent Education to help with academic art language, art appreciation and historical value, global connections, and creative expressions
- b. Train Parent Art Docents to accompany classes on field trips

#### Goal 2: Engage the Community in the Arts

##### Actions:

- a. Reach out to the community to find artists
- b. Develop and coordinate community resources and artists
- c. Use the Family Engagement Center as a Visual and Performing Arts Center
- d. Create a teacher hotline to identify District-wide Parent Volunteers
- e. Provide transportation for family field trips to arts events
- f. Schedule before and after-school as well as Summer arts opportunities at the Family Engagement Center

#### Goal 3: Celebrate the Value of the Arts

##### Actions:

- a. Create a dedicated arts page on the District website
- b. Conduct Arts Nights at the District and at school sites
- c. Encourage public performances of the arts

### 3. Implement and Sustain Quality Arts Learning

#### **Goal 1: Nurture a Culture of Learning**

##### **Actions:**

- a. Encourage Technology Enhanced Arts Learning (TEAL) training
- b. Create/find grade level thematic teaching in the arts (visual art, music, dance, theater, and media arts)
- c. Develop and utilize TEAL coaches at each site
- d. Promote professional development opportunities outside the District (such as Los Angeles County Arts Museum (LACMA) "Evening for Educators")
- e. Utilize Community/Parent artists to bring the arts to students

#### **Goal 2: Provide Quality Teachers in the Arts**

##### **Actions:**

- a. Hire qualified Arts Teachers (Credentialed Arts Specialists)
- b. Provide ALL students with access to the arts
- c. Utilize the resource of college art majors as interns to work in the classrooms
- d. Engage Artists-in-Residence

#### **Goal 3: Adopt and Implement Comprehensive Arts Curriculum**

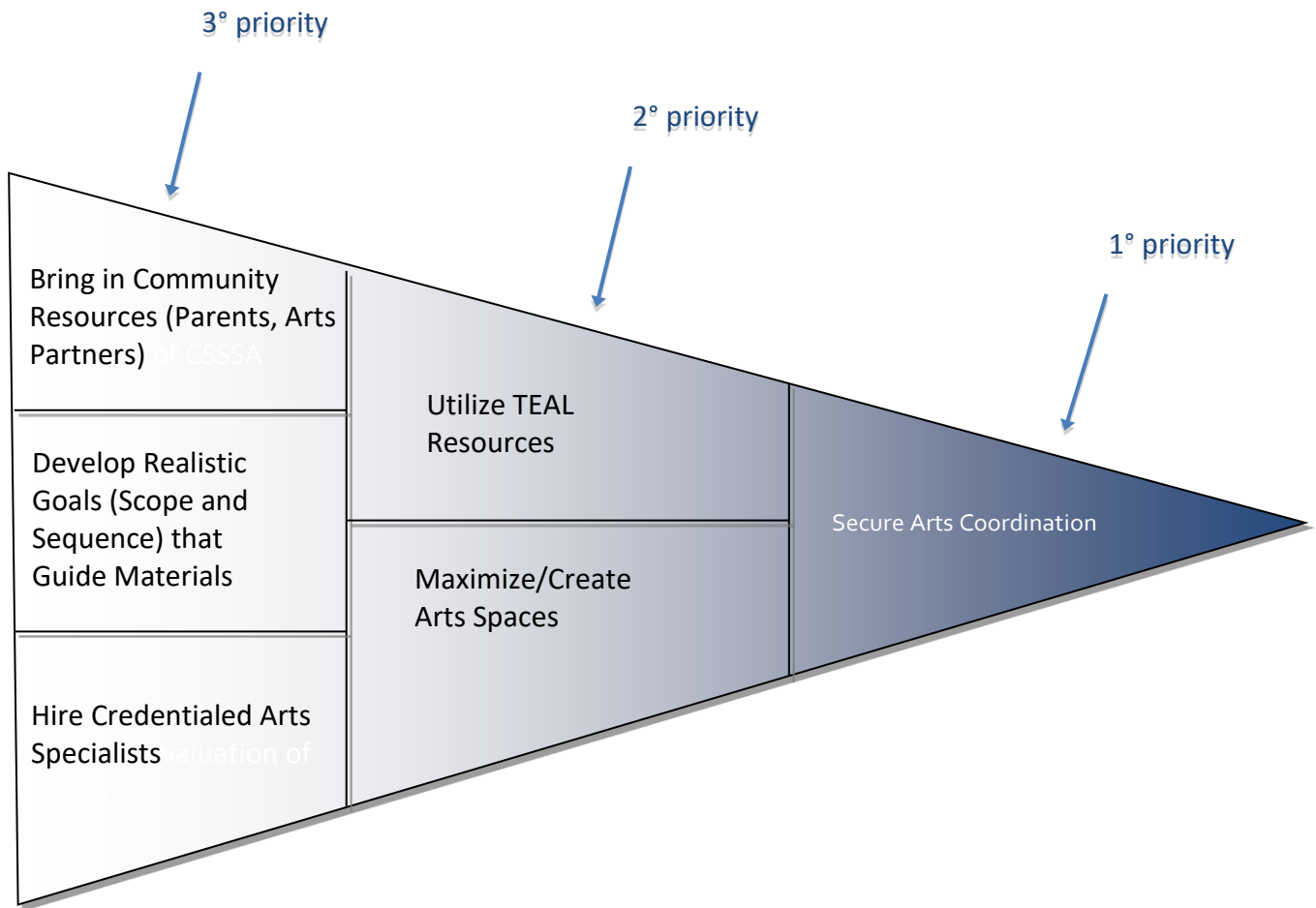
##### **Actions:**

- a. Develop realistic expectations for students via short term/long term goals (scope and sequence)
- b. Purchase/adopt a District-wide Arts Curriculum
- c. Integrate dance with elementary Physical Education
- d. Create Project-Based Learning that incorporates the arts

## Mountain View School District Key Priorities (Priority Wedge)

VAPA Council participants were asked to identify the key or high-leverage actions that would be important to consider first when creating an Action Plan.

March 30, 2017





**Mountain View School District Year One Action Plan for 2017-2018**

<b>Strategic Direction #1: Provide the Foundation for Quality Arts Education</b>						
<b>1<sup>st</sup> Year Actions</b>	<b>Tasks July-September 2017</b>	<b>Tasks October-December 2017</b>	<b>Tasks January-March 2018</b>	<b>Tasks April-June 2018</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>
<b>Goal: Provide Adequate Leadership and Resources</b>						
Hire Arts Coordination Assistant	Negotiate position and job description with Association  Post Position, Interview, Hire				Budget: LCAP, Title 1, and Arts for All Advancement Grant Funds  \$54,000  Point persons: Arts Coordination Asst/VAPA Director	Arts coordination is systematic and organized at each site. Evidence would include exhibits, grants, and website posts
Secure grants and engage in fundraising	Research and seek grants→			Prepare: Arts for All Advancement Grant	Budget: N/A  Point persons: Arts Coordination Asst/VAPA Director	Grant Awards

<b>Goal: Provide Quality Materials</b>						
Supply Each Site with Quality Materials			Survey teachers on art materials needs	Collaborate with Purchasing for high quality supplies		Materials are functional and are aligned with best practices for that art form (Advised by Credentialed Arts Specialists)  Materials are directly related to the curriculum

<b>Goal: Provide Functional and Aesthetic Dedicated Spaces for the Arts</b>						
Establish a Central Arts Space at Each School	Survey available space at each site	Order materials furniture and equipment	Establish a strategic schedule for use of the space  Create Policies and Procedures for use of the space	Manage and monitor usage of the space	Budget: Site Funds  Point persons: Arts Coordination Assistant, VAPA Director, Site Administrators	Central Space is organized, well equipped and exhibits are beautiful and carefully selected for future display

<b>Strategic Direction #2: Enrich the Community and Celebrate the Arts</b>						
<b>1<sup>st</sup> Year Actions</b>	<b>Tasks July-Sept 2017</b>	<b>Tasks October-December 2017</b>	<b>Tasks January-March 2018</b>	<b>Tasks April-June 2018</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>
<b>Goal: Engage and Empower Parents</b>						
Train parent as arts volunteers	Recruit parent volunteers at each site  Conduct initial training in art appreciation	Train parent volunteers as docents for arts field trips →	Establish and maintain parent volunteer list for arts activities →		Budget: LCAP  Point Persons: TEAL Coaches/VAPA Council, Arts Coordination Assistant, VAPA Director	Sign-in sheets from Parent trainings  Pictures from field trips
<b>Goal: Engage the Community in the Arts</b>						
Use the Family Engagement Center as a Visual and Performing Arts Center	Develop a proposal with TEAL Coaches/ VAPA Council for use of space →		Advocate use of space for VAPA with District leadership →		Budget: LCAP  Point Persons: TEAL Coaches/VAPA Council, Arts Coordination Assistant, VAPA Director	Proposal Document  Approval to use space
Engage Community Artists	Survey Community Liaisons on potential community artists	Engage Arts for All District Coach in support of researching and vetting community artists  Research existing models of successful programs where schools engage	Background Checks for volunteers  Scheduling of community artist partnerships →		Budget: Unrestricted funds  Fingerprinting services  Point Persons: Arts Coordination Assistant,	List of Community Artists and resources

		community artists for residencies and events			Community Liaisons, Arts for All Coach, Personnel Services	
Provide Family Field Trips	Research Field Trip opportunities and grants→	Publish a list of Field Trip opportunities  Assist schools in scheduling for the year→			Budget: LCAP  Point Persons: Arts Coordination Assistant, Site Administration	Field Trip Schedules  Photo documentation on school and District websites  Family surveys (post-trip)
<b>Goal: Celebrate the Value of the Arts</b>						
Establish dedicated Arts page on District Website	Design webpage for the Arts  Post initial content TEAL Artist Residencies  Refresh Community Liaisons on use of iPad for Facebook postings	TEAL Coaches/VAPA Council Content updates- Focus on Parent Involvement TEAL Artist Residencies	TEAL Coaches/VAPA Council Content updates- TEAL Artist Residencies Family Field Trips	TEAL Coaches/VAPA Council Content updates- TEAL Artist Residencies Family Field Trips	Budget: N/A  Point person(s): TEAL Coaches/VAPA council, Arts Coordination Assistant, Technology Staff, Community Liaisons	Website

**Strategic Direction #3: Implement and Sustain Quality Arts Learning**

<b>1<sup>st</sup> Year Actions</b>	<b>Tasks July-Sept 2017</b>	<b>Tasks October-December 2017</b>	<b>Tasks January-March 2018</b>	<b>Tasks April-June 2018</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>
<b>Goal: Nurture a Culture of Learning</b>						
Provide ongoing staff development (TEAL – Technology Enhanced Arts Learning)	Survey who is using TEAL	Have a Site Teal Coaches Training (investigate correlations with new ELA adoption)  \$55 per hour X 2 hours week X 32 weeks X 12 Schools	Offer TEAL staff professional development	Offer summer TEAL professional development	Budget: LCAP Funds \$42,240 Extra Duty  Point Persons: VAPA Director, Arts Coordination Assistant, TEAL Coaches/VAPA Council	Student products, Lesson Plans, ELA/Arts correlation document
Develop and utilize TEAL Coaches at each site	Create TEAL Coach duties and responsibilities and recruit from each site  Conduct monthly Coordination Meetings → (All TEAL coaches)	Recruit participants from each site for TEAL Module PD  Provide precise and systematic training for educators at each site  Continue ongoing training TEAL Coaches →		Coordinate District-wide VAPA Exhibition  Finalize Training of TEAL Coaches	Budget: LCAP Funds (see above)  \$42,240 Extra Duty  Point persons: Arts Coordination Assistant, VAPA Director, TEAL Coaches/VAPA Council	Training Sign-in sheets  Lesson plans  Student work  Observational data  Exhibit documentation (website)
<b>Goal: Provide Quality Teachers in the Arts</b>						
Determine the number of credentialed arts teachers needed	Hire Credentialed arts teachers	Fly the position	Conduct interviews	Hire credentialed arts specialists	Budget: \$80,000-\$100,000 including benefits	# positions hired scheduling performances and exhibitions.

					Point Persons: TEAL Coaches/VAPA Council	Participation in contests, student art displayed on campus
Continue/expand Artists-in-Residence	Determine how many residencies are needed and for which programs	Scheduling of Artists Residencies	Implement Residencies→		Budget: LCAP Funds  \$250,000  Point Persons: VAPA Director, Arts Coordination Assistant.	Performances and exhibitions  Teacher surveys  Student surveys
<b>Goal: Adopt and Implement Comprehensive Arts Curriculum</b>						
Adopt Existing Arts Curriculum	Create a committee to pilot materials. Teal coaches/art specialists	Research available curriculum	Pilot the curriculum	Select and purchase the curriculum  Get one set for each grade level	Budget: \$6,000 per grade level  \$42,000 per school \$420,000 Elementary \$18,000 Madrid \$12,000 Kranz  Point Persons: VAPA Director, TEAL Coaches/VAPA Council	Report of analysis for pilot teachers
Integrate dance with elementary Physical Education	Obtain TEAL Log-ins for Elementary PE Teachers (Moodle)  Meet Monthly with Elementary PE Teachers →				Budget: None  Point Persons: VAPA Director, Elementary PE Teachers	Sign-in Sheets  TEAL Completion Certificates  Dance is integrated in PE instruction as evidenced by observation

Strategic Direction: #1 Provide the Foundation for Quality Arts Education				
Phase	Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Provide Adequate Leadership and Resources</b>				
<b>Phase 2 &amp; 3</b>	Research and secure business partnerships, grants and engage in fundraising	<ul style="list-style-type: none"> <li>Collaborate with finance person to determine financial needs</li> <li>Research grants</li> <li>Create promotional materials to engage companies/grant providers (website, brochure, etc.)</li> </ul>	Budget: N/A  Point Person: VAPA Directory, VAPA Coordination Assistant, Community Liaisons	Increased funding for the arts
<b>Goal: Provide Quality Materials</b>				
<b>Phase 2 &amp; 3</b>	Actively re-inventory materials and supplies	<ul style="list-style-type: none"> <li>Create a checklist of supplies</li> <li>Have teachers sign-in and sign-out of central location or create master schedule</li> <li>Report supply shortages</li> <li>Encourage recycling of materials</li> <li>Encourage proper disposal of materials</li> <li>Seek advice from specific art departments (middle school particularly) prior to making purchases</li> <li>Create purchase request procedures</li> </ul>	Budget: N/A  Point Person(s): VAPA Coordination Assistant District Purchaser TEAL Coaches	Reduced waste and improved art implementation methods as indicated by survey/assessment
<b>Goal: Provide Functional and Aesthetic Dedicated Spaces for the Arts</b>				
<b>Phase 2 &amp; 3</b>	Continue to explore opportunities to establish central art space(s) at each school site	<ul style="list-style-type: none"> <li>Evaluate usage of existing space(s) at other sites</li> <li>Identify best practices and obstacles to address</li> <li>Survey space available at new sites</li> <li>Identify furniture and material needs</li> <li>Establish schedule for space use</li> <li>Apply norms for use</li> </ul>	Budget: Site funds VAPA Director, Arts Coordination Assistant, Site Administrators	Arts Space count Scheduling

Strategic Direction: #2 Enrich the Community and Celebrate the Arts				
Phase	Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Engage and Empower Parents</b>				
<b>Phase 2</b>	Train parent volunteers for docents for music field trips Continue the visual arts parent volunteers program from Year 1	<ul style="list-style-type: none"> <li>• Develop or research training materials</li> <li>• Develop a training program</li> <li>• Research musical venues and cost</li> <li>• Determine musical venues to visit</li> <li>• Arrange transportation</li> <li>• Coordinate school clusters for field trips</li> </ul>	Budget: LCAP and Formula funds, Title 1  Point Persons: VAPA Director, Arts Coordination Assistant, TEAL Coaches/VAPA Council, Community Liaisons	Field trip sign in sheets with parent participation Picture documentation of field trips on website Student and parent reflections/surveys
<b>Phase 3</b>	Train parent volunteers for docents for theatre field trips Continue the visual arts and music parent volunteers program from previous years	<ul style="list-style-type: none"> <li>• Develop or research training materials</li> <li>• Develop a training program</li> <li>• Research musical venues and cost</li> <li>• Determine musical venues to visit</li> <li>• Arrange transportation</li> <li>• Coordinate school clusters for field trips</li> </ul>	Budget: LCAP and Formula funds, Title 1  Point Persons: VAPA Director, Arts Coordination Assistant, TEAL Coaches/VAPA Council, Community Liaisons	Field trip sign in sheets with parent participation Picture documentation of field trips on website Student and parent reflections/surveys
<b>Goal: Engage the Community in the Arts</b>				
<b>Phase 2 &amp; 3</b>	Expand recruitment of Community Artists	<ul style="list-style-type: none"> <li>• Explore community/local colleges to find Artists to work with the District (Cal State LA, etc.)</li> <li>• Explore local arts organizations/institutions to find Artists to work with the District</li> </ul>	Budget: TBD, possible in-kind services  Point persons: VAPA Director, Arts Coordination Assistant,	Community Art Exhibition(s) and Performances at Family Engagement Center Hands-on Family Art Experiences



<b>Phase 2 &amp; 3</b>	Establish afterschool arts programming	<ul style="list-style-type: none"> <li>• Coordinate with Director of Family Engagement and After School Programs on supporting program goals through the arts</li> <li>• Collaborate with Library Techs on developing arts-infused library program</li> </ul>	<p>Budget: TBD (school site supplies)</p> <p>Point Persons: Director of FEASP, VAPA Director, Arts Coordination Assistant, Library Techs, TEAL Coaches/VAPA Council</p>	Afterschool library units
<b>Phase 2</b>	Establish summer school arts programming	<ul style="list-style-type: none"> <li>• Coordinate with summer school committee on supporting program goals through the arts</li> <li>• Explore opportunities for STEAM focus</li> </ul>	<p>Budget: LCAP Summer Matters</p> <p>Point Persons: Director of Curriculum and Instruction, VAPA Director, Arts Coordination Assistant, Instructional TOSAs</p>	Summer School units of study

Strategic Direction: #3 Implement and Sustain Quality Arts Learning				
Phase	Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Nurture a Culture of Learning</b>				
<b>Phase 2</b>	Continue Arts Integration strategies with TEAL Coaches	<ul style="list-style-type: none"> <li>Plan TEAL PLC opportunities for teachers to work through the TEAL Curriculum/PD integrated with ELA adoption materials</li> <li>Meet monthly with VAPA Council</li> </ul>	Budget: LCAP \$43,000  Point Persons: VAPA Director, Arts Coordination Assistant, TEAL Coaches/VAPA Council	School Displays Website postings Lesson Plans
<b>Phase 3</b>	Continue Arts Integration strategies with TEAL Coaches	<ul style="list-style-type: none"> <li>Continue to refine ELA integration opportunities and investigate correlations with NGSS</li> </ul>	Budget: LCAP \$43,000  Point Persons: VAPA Director, Arts Coordination Assistant, TEAL Coaches/VAPA Council	Online lesson bank of teacher-created lessons
<b>Phase 2 &amp; 3</b>	Have teachers share lessons, lesson plans and video presentations	<ul style="list-style-type: none"> <li>Encourage live streaming</li> <li>Encourage digital sharing</li> <li>Encourage teachers to leave last lesson used with a sample</li> <li>Share portfolios</li> </ul>	Budget: TBD Point Persons: TEAL Coaches, Technology TOSA	Number of participants attending webinars, live streaming, portfolios Online lesson bank of teacher-created lessons and archived webinars

<b>Goal: Provide Quality Teachers in the Arts</b>				
<b>Phase 2</b>	Hire credentialed Music Teachers	Hire three music teachers to work at three schools each (Combine La Primaria/Twin Lakes)	Budget: \$300,000  Point Persons: Personnel, Secondary Music Teacher, Interview Panel, VAPA Assistant	Music Schedule, Performances
<b>Phase 2 &amp; 3</b>	Artist Residencies	2018-19 Expand to First Grade 2019-2022 Continue K-5 Programs	Budget: LCAP \$300,000/yr  Point Persons: VAPA Director/ Arts Coordination Assistant	Residency Schedules, Performances, Surveys- Parents, Teachers, Students
<b>Goal: Adopt and Implement Comprehensive Arts Curriculum</b>				
<b>Phase 2 &amp; 3</b>	Implement Adopted Music Curriculum	2018-2019 Purchase Materials/Instruments for each site <ul style="list-style-type: none"> <li>- Percussion instruments (Orff, etc.)</li> <li>- AV System</li> </ul>	Budget: \$15,000 per school X 10 schools \$150,000 2018-19 3 X \$42,000 Music Curriculum \$4,000 per school replacement \$40,000/yr  Point Persons: Music Teachers VAPA Director, TEAL Coaches/VAPA Council, Director of Curriculum & Instruction	Purchase orders, Performances, Lesson Plans, Grades  Surveys- Parents, Teachers, Students

## Appendix

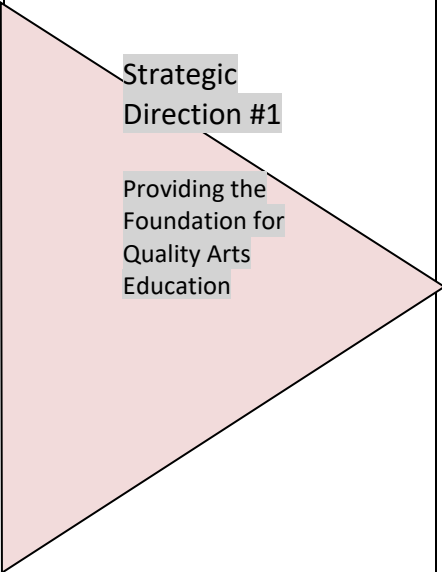
### A. Visual and Performing Arts (VAPA) Council Members

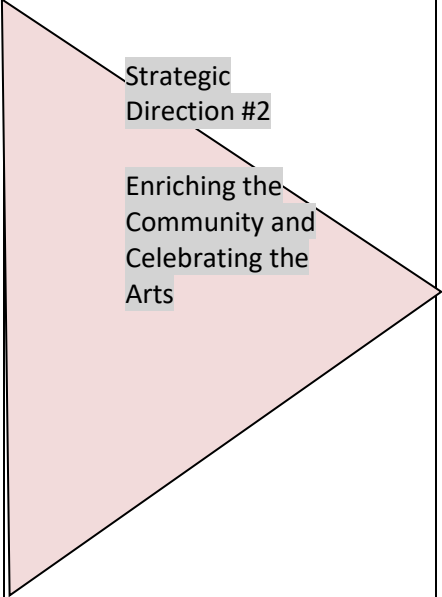
First Name	Last Name	Title	Email
Aileen	LaCorte	Principal, Maxson Elementary	<a href="mailto:alacorte@mtviewschools.net">alacorte@mtviewschools.net</a>
Bruce	Rhodes	Principal, Miramonte Elementary	<a href="mailto:brhodes@mtviewschools.net">brhodes@mtviewschools.net</a>
Carolina	Galaviz	Principal, Voorhis Elementary	<a href="mailto:cgalaviz@mtviewschools.net">cgalaviz@mtviewschools.net</a>
Dolores	Haro	Health Tech, La Primaria Elementary, Local Artist and Historian	<a href="mailto:dharo@mtviewschools.net">dharo@mtviewschools.net</a>
Erin	Lewis	TK-3 SDC, Cogswell Elementary	<a href="mailto:elewis@mtviewschools.net">elewis@mtviewschools.net</a>
George	Berreucos	Elementary PE Teacher	<a href="mailto:gberruecos@mtviewschools.net">gberruecos@mtviewschools.net</a>
Georgina	Gonzalez	3rd Grade Teacher, Voorhis Elementary	<a href="mailto:ggonzalez@mtviewschools.net">ggonzalez@mtviewschools.net</a>
Irma	Parisi	Payne Elementary, TEAL Coach	<a href="mailto:iparisi@mtviewschools.net">iparisi@mtviewschools.net</a>
Jeff	Lagozzino	Director of Learning Support Services, Technology & Assessment	<a href="mailto:jlagozzino@mtviewschools.net">jlagozzino@mtviewschools.net</a>
Julio	Bernal	4th Grade Teacher, Parkview Elementary	<a href="mailto:jbernal@mtviewschools.net">jbernal@mtviewschools.net</a>
Leticia	McCorkle	Dean of Instruction, Madrid Middle	<a href="mailto:lmccorkle@mtviewschools.net">lmccorkle@mtviewschools.net</a>
Liz	Monteon	Parent, Baker Elementary	
Manuela	Saldana	Parent, Kranz Intermediate	
Maria	Medina	Dean of Instruction, Baker Elementary	<a href="mailto:mmedina@mtviewschools.net">mmedina@mtviewschools.net</a>
Marita	D'Arnaud	5th-6th Grade Teacher, Twin Lakes Elementary, TEAL Coach	<a href="mailto:mdarnaud@mtviewschools.net">mdarnaud@mtviewschools.net</a>
Nancy	Atilano	Band Teacher, Madrid Middle	<a href="mailto:natilano@mtviewschools.net">natilano@mtviewschools.net</a>
Sue	Parszik	Art Teacher, Madrid Middle	<a href="mailto:sparszik@mtviewschools.net">sparszik@mtviewschools.net</a>

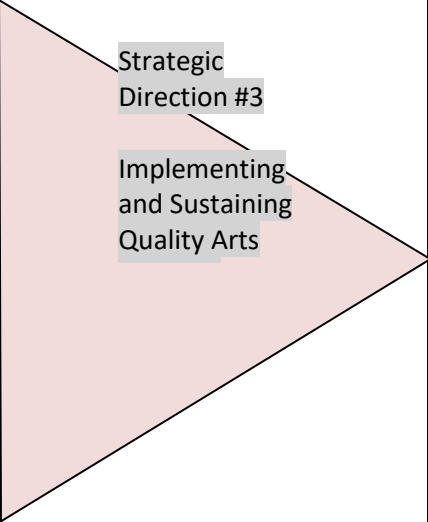
**B. Mountain View Practical Vision Workshop**

March 16, 2017

Standards-based Curriculum	Designated and Ample Arts Instructional Time	Functional and Aesthetic Dedicated Arts Spaces	Availability of Quality Materials District-wide	Long-Term Community Arts Partnerships	Strong and Consistent Leadership in the Arts	District-wide Culture of Learning (Teachers and Students)	Display and Performance of Student Works	Empowered Community Involvement	Sustainable and Ample Funding
Differentiated and Student-Centered Opportunities	“bus” students, parents and families to arts programs (many times a year for diff. art forms)	Dedicated Spaces for Creativity	District-wide curriculum for music with books, CD’s etc. K-8	Artists in Residence K-6	District Art Coordinator and Site Art Coordinator	Teachers provided follow-up lesson that connect studio learning to the classroom	Displays of student (VAPA) works of art	Parent Art Education	Funding and Sponsorships
Integrated art instruction with technology and STEAM career paths	Art Instructional Time	Beautiful dedicated art studio for district/school with resident artist and art teacher there	Well-stocked with appropriate materials	Artist in Residence	Ongoing recruitment of Resident artists and art teachers at the site art studio	Integration of arts into classroom instruction	Student Performances	Parents are partners in learning	Money long-term
Students create their own school uniforms reflecting an “art mindset”		Each school should provide a designated arts space – large, practical, inviting	District quality materials for all the arts	Teaching Artist	Strong support from Administration – money, time, space		Community Art Walks	Parent Involvement	
Interest-based programs		Arts and PE room at each site	Research materials/tech in libraries and classrooms	Interns (art major students) working in classrooms	Visitation to ideal schools with art programs		Art Fairs at the District and each site	Invite parents, teachers, staff to share talents	
Conceptually-based instruction		Appropriate Performance Area					Art Night at Schools		
Advanced instruction for GATE students							School Environment		
Opportunity without limit									

Providing Functional and Aesthetic Dedicated Spaces for the Arts	Providing Quality Materials	Providing Adequate Leadership and Resources	 <p data-bbox="1656 594 1822 662">Strategic Direction #1</p> <p data-bbox="1656 711 1822 829">Providing the Foundation for Quality Arts Education</p>
Assign a room and central teaching location at each school	Provide funding/material that is "expert" approved	Collaborate with finance person for quality supplies	
Form a committee to clean up and create designated spaces	Survey teachers on art material needs	Secure grants and engage in fundraising	
Designate an arts space at each school	Supply each site with adequate materials	Get a liaison or coordinator for the arts to help with grant writing, parent communication and coordinating arts education	
Survey and locate designated safe and clean spaces for the arts	Coordinate supplies with the curriculum	Find and share arts integration strategies that align with school-based themes and traditions (school culture) (Scope and sequence)	
Provide space for after school programs		Support ways that arts integration aligns with SEAL initiatives	
Form a designated parents/Community Liaison staff to organize and supply space			
Utilize the Instructional Materials Center to maintain dedicated arts room(s)			

<p><b>Engaging and Empowering Parents</b></p> <p>Provide greater opportunity for parent involvement</p> <p>Engage in Parent Education to help with academic art language, art appreciation and historical value, global connections, and creative expressions</p> <p>Train Parent Art Docents to accompany classes on field trips</p>	<p><b>Engaging the Community in the Arts</b></p> <p>Reach out to the community to find artists</p> <p>Develop and coordinate community resources and artists</p> <p>Use the Family Engagement Center as a Visual and Performing Arts Center</p> <p>Create a teacher hotline to identify District-wide Parent volunteers</p> <p>Provide transportation for all participants to Arts events</p> <p>Schedule before and after school as well as Summer arts opportunities at the Family Engagement Center</p>	<p><b>Celebrating the Value of the Arts</b></p> <p>Create dedicated Arts page on the District website</p> <p>Conduct Art Nights at the District and at school sites</p> <p>Encourage public performances of the Arts</p>	 <p>Strategic Direction #2</p> <p>Enriching the Community and Celebrating the Arts</p>
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Nurturing a Culture of Learning	Providing Quality Teachers in the Arts	Adopting and Implementing Comprehensive Arts Curriculum	
<p>Encourage Technology Enhanced Arts Learning (TEAL) training</p> <p>Create/find grade level thematic teaching integrating the arts (visual art, music, dance, theater, and media arts)</p> <p>Find effective TEAL professional development and utilize TEAL coaches (one per site)</p> <p>Find professional development opportunities such as District Art Education through TEAL or the Los Angeles County Arts Museum (LACMA) training coming to Mountain View School District</p> <p>Engage in staff professional development in the Arts</p> <p>See how TEAL can serve as a resource and explore additional inservices</p> <p>Find more community involvement through LACMA and Parent artists to bring the arts to the kids</p>	<p>Hire qualified Arts Teachers (Credentialed Arts Specialists)</p> <p>Provide ALL students with access to the Arts</p> <p>Continue to provide opportunities to experience the Arts</p> <p>Utilize the resource of college art majors as interns to work in the classrooms</p> <p>Engage Artists in Residence</p>	<p>Develop realistic expectations for students via short term/long term goals (scope and sequence)</p> <p>Purchase/adopt a District-wide Arts curriculum</p> <p>Integrate dance with elementary Physical Education</p> <p>Create Project-Based Learning the incorporates the Arts</p> <p>Research ways that the arts can be integrated in THINK Together</p>	 <p>Strategic Direction #3</p> <p>Implementing and Sustaining Quality Arts</p>



## Instruction

### Courses of Study/Curriculum Guides

The Governing Board recognizes that a well-articulated sequence of courses fosters academic progress and provides for the best possible use of instructional time. The District's course of study shall provide students with opportunities to attain the skills, knowledge, and abilities they need to be successful in school, college, and/or the workplace.

The Superintendent or designee shall establish processes for ensuring the articulation of courses across grade levels within the District and to ensure articulation of courses between elementary and secondary schools.

#### Elementary Grades (K-6)

The Board shall adopt a course of study for elementary grades that sufficiently prepares students for the secondary school course of study.

#### Middle Grades (7-8)

The District shall offer all students in middle grades a course of study that prepares students for a successful high school experience, upon graduation from high school, prepares them to meet the requirements and prerequisites for admission to California public colleges and universities and/or attain entry-level employment skills in business or industry. (Education Code 51228)

1. Curriculum guides/guidelines shall be aligned and periodically revised with the State frameworks, State standards, and the program of instruction adopted by the Board of Education.
2. Teachers in the elementary and intermediate schools are required to follow the goals and objectives as described in the District's Curriculum Guides/Guidelines.

### Courses of Study for Grades 1 through 6 shall include:

1. English: speaking, reading, listening, spelling, handwriting, composition (writing); knowledge and appreciation of language and literature. (Education Code 51210)
2. Mathematics: concepts, operational skills, and problem solving. (Education Code 51210)
3. Social Science: age-appropriate materials drawn from anthropology, economics, geography, history, political science, psychology and sociology, with emphasis on:
  - a) California and the United States, including:
    - (1) Early California History;

InstructionCourses of Study/Curriculum Guides

- (2) The role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the nation, with particular emphasis on the role of these groups in contemporary society;
  - b) The American economic system, including the role of the entrepreneur and labor;
  - c) Man's relation to human and natural environments;
  - d) Eastern and western cultures;
  - e) Contemporary issues; and
  - f) The Protection, conservation and wise use of natural resources, including the necessity for protecting our environment. (Education Code 51210)
4. Science: including earth, biological and physical sciences, with emphasis on experimental inquiry and man's place in the ecology. (Education Code 51210)
5. Visual and Performing Arts: including visual art, theater arts, dance and music, with emphasis on creative expression and the development of aesthetic appreciation. (Education Code 51210)
6. Health: individual, family and community health principles and practices, including:
- a) Personal and public safety and accident prevention, with instruction in:
    - (1) Hemorrhage control;
    - (2) Treatment of poisoning;
    - (3) Resuscitation Techniques; and
    - (4) Cardiopulmonary resuscitation, when appropriate equipment is available.
  - b) Fire Prevention
  - c) Venereal Disease
  - d) The effects of alcohol, narcotics, drugs and tobacco upon the human body.

## Instruction

### Courses of Study/Curriculum Guides

#### 7. Physical Education:

Students in grades one through six, inclusive, must be provided with PE instruction with an "emphasis upon the physical activities for the pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period" (*EC* Section 51210[g]).

#### Course of Study for Grades 7 and 8 shall include:

1. English: speaking, reading, listening, knowledge and appreciation of literature, language and composition (writing). (Education Code 51210)
2. Social Sciences: age-appropriate materials drawn from anthropology, economics, geography, history, political science, psychology and sociology, with instruction in:
  - a. The history, resources, development and government of California and the United State, including:
    - (1) Early California History
    - (2) The role and contributions of both men and women, black Americans, American Indians, Mexicans, Asians, Pacific Island people and other ethnic groups to the economic, political and social development of California and the nation, with particular emphasis on the role of these groups in contemporary society.
  - b. Our American legal system, the operation of the juvenile and adult criminal justice systems, and the rights and duties of citizens under the criminal and civil law and the State and federal constitutions.
  - c. The development of the American economic system, including the role of the entrepreneur and labor.
  - d. Man's relations to his human and natural environment, including the protection and conservation of resources and the necessity for protecting our environment.
  - e. Eastern and Western cultures and civilizations.
  - f. Human rights issues, with particular attention to the study of the inhumanity of genocide.
  - g. Contemporary issues. (Education Code 51210)

## Instruction

### Courses of Study/Curriculum Guides

3. Foreign Language (s): understanding, listening speaking, reading and writing, beginning no later than grade 7, if appropriate. (Education Code 51210)
  4. Physical Education: with emphasis on activities conducive to health and vigor of body and mind. (Education Code 51220, 51222) If a school is identified as an elementary school in the County-District-School code system, *EC* Section 51223 states that, "Notwithstanding the provisions of Sections 51210 and 51222, instruction in physical education in an elementary school maintaining any of grades 1 to 8 shall be for a total period of time of not less than 200 minutes each 10 schooldays, exclusive of recesses and the lunch period." For grades 7 and 8 intermediate and middle schools, *EC* Section 51223, "All pupils, except pupils excused or exempted pursuant to Section 51241, shall be required to attend upon the courses of physical education for a total period of time of not less than 400 minutes each 10 schooldays" (*EC* Section 51222[a]).
  5. Science: including physical and biological sciences, with emphasis on basic concepts, theories and process of scientific investigation and on man's place in ecological systems, and with appropriate applications of the interrelation and interdependence of the sciences. (Education Code 51210)
  6. Mathematics: including instruction designed to develop mathematical understandings, Operational skills and insight into problem-solving procedures. (Education Code 51220, 51224.5)
  7. Fine Arts: including art, music, drama, with emphasis upon development of aesthetic appreciation and the skills of creative expression. (Education Code 51210)
  8. Applied Arts: including instruction in career and technical arts, consumer and homemaking education, industrial arts, general business education or general agriculture. (Education Code 51220)
  9. Vocational Technical Education: designed to prepare your for gainful employment in occupations that meet State and community needs and are relevant to the students' career desires and needs. (Education Code 51220)
10. HIV/AIDS prevention instruction at least once in middle school (Education Code 51934)
11. Personal and public safety and accident prevention, including instruction in:
- a. Hemorrhage control; treatment of poisoning; resuscitation techniques; and cardiopulmonary resuscitation when appropriate equipment is available.
  - b. Fire prevention.
  - c. Venereal disease.
  - d. The effects of alcohol, narcotics, drugs and tobacco upon the human body and upon prenatal development. (Education Code 51202, 51203)

## Instruction

### Courses of Study/Curriculum Guides

In addition, the course of study for grade 7 and/or 8 may include parenting skills and education that address at least all of the following: (Education Code 51220.5)

1. Child growth and development
2. Parental responsibilities
3. Household budgeting
4. Child abuse and neglect issues
5. Personal hygiene
6. Maintenance of healthy relationships
7. Teen parenting issues
8. Self-esteem

### **Legal Reference:**

#### EDUCATION CODE

33319.3 Driver education; CDE materials on road rage  
33540 Government and civics instruction in interaction with government agencies  
48980 Parental notifications  
51202 Instruction in personal and public health and safety  
51203 Instruction on alcohol, narcotics and restricted dangerous drugs  
51204 Course of study designed for student's needs  
51204.5 History of California; contributions of men, women and ethnic groups  
51210-51212 Areas of study for grades 1-6  
51220-51229 Course of study for grades 7-12  
51241 Exemption from physical education  
51911-51921 Comprehensive health educational plans  
51930-51939 California Comprehensive Sexual Health and HIV/AIDS Prevention Act  
51940 Curriculum for brain and spinal cord injury prevention  
53278-53280 Supplemental School Counseling Program  
66204 Certification of high school courses as meeting university admission criteria

#### HEALTH AND SAFETY CODE

11032 Definition of dangerous drugs

#### CODE OF REGULATIONS, TITLE 5

10060 Physical education program

#### UNITED STATES CODE, TITLE 20

6101-6251 School-to-Work Opportunities Act of 1994

Management Resources:

#### WEB SITES

CSBA: <http://www.csba.org>

California Career Resource Network: <http://www.californiacareers.info>

California Colleges.edu: <http://www.californiacolleges.edu>

California Department of Education: <http://www.cde.ca.gov>

University of California, Certified Course Lists: <http://doorways.ucop.edu/list>

University of California, College Prep Online Courses and Services: <http://www.uccp.org>

Policy Adopted 10-3-91    Revised: 4-3-08    Revised: 5-6-15

InstructionVisual and Performing Arts Education

The Board of Education recognizes that by studying visual and performing arts, students develop critical and creative thinking skills, initiative, discipline and perceptual abilities that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades.

The Superintendent or designee shall encourage the integration of community arts resources into the schools. Students shall have opportunities to attend musical and theatrical performances and to observe the work of accomplished artists.

The Board encourages all teachers to enliven and enrich the subjects they teach through use of the arts.

(cf. 1220 - Citizen Advisory Committees)

## Legal Reference:

Education Code

8950-8959	California summer school of the arts
51204	Course of study designed for pupils' needs
51225.3	Graduation requirements
58800-58805	Specialized secondary programs
99200-99205	Subject matter projects

Policy

Adopted:

100391