



Strategic Arts Plan

Magnolia Public Schools

April 2017

Community Arts Team

(MPS Arts Ed Collective Strategic Planning)

THE COMMUNITY ARTS TEAM (CAT) is a diverse representation of stakeholders from the Magnolia Public Schools community. Members represented teachers, administrators, parents, alumni and community affiliates. Over the course of the 2016-2017 academic year, team members met to create a plan ensuring equity and access for all students to high quality arts education Pre-K-12 in Magnolia Public Schools. Arts Ed Collective (then Arts for All) is a project of the Los Angeles County Arts Commission, and provided a coach and technical assistance to support the planning process.

CAT LEADERSHIP PROVIDED BY:

- 1) Ismael Soto (Co-Chair) - Director of Partnerships at MPS
- 2) Samantha Toccolli (Co-Chair) - Arts Lead and Teacher at MSA-7
- 3) Peggy Burt - (Lead Coach - Arts Ed Collective)
- 4) Sandy Seufert - (Supporting Coach - Arts Ed Collective)
- 5) Gregg Johnson - Arts Ed Collective Staff Liaison (Advisory)



CAT TEAM:

- 1) Alfredo Rubalcava – Chief External Officer at MPS
- 2) Bryant Olandes – Alumni from MSA 1 and MSA, Civic Engagement Coordinator
- 3) Daniel Cortez – Music Teacher at MSA 8
- 4) Jason Hernandez – Principal at MSA 8 (Advisory)
- 5) Jennifer Rivera – Elementary Teacher at MSA 7 (MSA-7 Art Lead 2017-18)
- 6) Jillian Okamura – Dean of Culture at MSA 1
- 7) Kenya Jackson - Chief Academic Officer at MPS (Advisory)
- 8) Lourdes Gonzalez- Parent at MSA 7
- 9) Meiling Seward – Visual Arts Teacher at MSA 1
- 10) Roy Thomas – Digital Media/Music Teacher at MSA 3
- 11) Shimaali Gomez - Parent at MSA 7
- 12) Sunny Jung – Visual Arts Teacher MSA - Santa Ana
- 13) Thalia Velazquez – Alumni - MSA 1, Communications Associate at MPS

Organization Background

ABOUT MAGNOLIA PUBLIC SCHOOLS (MPS)

MPS is a Charter Management Organization (CMO) that operates ten public charter schools across California. Magnolia Public Schools are known for successfully



supporting students through Innovation, Connection, and Excellence.

- Of MPS graduates, 97.4% complete high school meeting UC/CSU required courses (4-year data: 2012-2016)
- MPS average graduation rate is 94% (2012-16)
- Sixty-five percent of our college-going graduates are first generation college attendees

OUR MISSION

Magnolia Public Schools provides a college preparatory educational program emphasizing Science, Technology, Engineering, Arts, and Mathematics (STEAM) in a safe environment that cultivates respect for self and others.

OUR VISION

Magnolia Public Schools vision is to graduate students who are scientific thinkers that contribute to the global community as socially responsible and educated members of society.

WHAT WE DO

MPS provides a high-performing, **STEAM-focused public school option** to Low-Income and High-Need Communities. Magnolia schools outperform their neighborhood public schools, achieve prestigious honors in competitions, and send students to top colleges.

Arts Education for Magnolia Public Schools: *Project Background*

Throughout our state, Charter School Organizations continue to stretch their thinking around what students need to be prepared for the workplace of the 21st century. Digital learning, online communities, even schools that release the traditional framework, are leading the way, changing paradigms that have existed for decades. Thinking beyond the four walls of the classroom, and engaging with community partnerships enhances the ability for Magnolia Public Schools (MPS) to serve students in new and emerging ways.

In the recent *Otis Report on the Creative Economy 2017 Los Angeles Region*, it is stated that in Los Angeles, there are 759,000 jobs (direct, indirect and induced) in the creative industries that have produced an output of \$190.3 billion (See Appendix 4 for summary of report findings.) It is within this “creative

revolution” that Magnolia Public Schools embarked on an ambitious, yet strategic path towards arts planning with the goal to fully embrace the arts as a key strategy for student success. In the summer of 2016, Magnolia Public Schools requested to become an Arts Ed Collective planning district. Arts Ed Collective Coach Peggy Burt was assigned and met with Co-Chairs, Ismael Soto, Director of Partnerships, MPS and Samantha Toccolli, Arts Lead and Teacher at MSA 7. Ismael Soto was previously the Visual and Performing Arts (VAPA) Coordinator for ICEF Public Schools, another Arts Ed



Collective Charter organization. Because Ismael had led the strategic arts planning process for ICEF, the team was able to get up to speed quickly and capture a vision for the arts as an integral part of the holistic STEAM emphasis at Magnolia.

Executive Summary. To become a fully developed STEAM organization, the arts must be distributed throughout Magnolia Public Schools with intention and direction.

Key Recommendations Include:

1. Identify arts leads at pilot schools to build capacity for arts teaching and learning at sites. As we build out the infrastructure in implementing the strategic arts plan, initial arts lead pilot schools will include MSA 1,3,4,7,8 and Santa Ana. Arts leads will create a robust framework for sharing best practices across the organization and serve as a professional learning community around arts and arts integration in Magnolia Public Schools. When capacity is built at MSA 2, 5, 6 and San Diego for an arts lead, they will be folded into the plan.
2. Name the Director of Partnerships as District-Wide Arts Facilitator to provide reliable leadership, direction and focus.
3. Identify curriculum and professional development that will make the arts a reality in the classroom.

4. Hire additional teachers, as funds allow, to strengthen the ability to deliver high quality arts education as part of a STEAM framework, supporting all arts disciplines.
5. Identify resources for diverse funding streams and community partners to ensure sustainability of the plan.

For the past 15 years, Magnolia Public Schools has had a clear STEM focus. MPS Leadership and its Board of Directors are now committed *to expanding on this success and are ready to make the shift towards a strong STEAM focused organization*. The most developed areas have been Math and Science, with the understanding that Engineering and Technology offered great growth potential. As the arts are more widely embraced, we believe that authentic connections and through lines between multiple disciplines will be made visible, and strategies will emerge to support authentic integration.

There is a strong leadership team in place at the home office with Dr. Caprice Young in place as Chief Executive Officer and Superintendent. She previously served on the Board of LAUSD and comes with a wealth of experience in both the education, tech sector, and virtual learning. There are three pillars that undergird the work of Magnolia Public Schools: *Innovation, Connection, Excellence. These all apply directly to our efforts with the arts.*

At the beginning of the planning process, the key priority was to create a cohesive vision for how the arts can support all students in Magnolia Public Schools. In addition, the plan needed to identify ways to fully support teachers through high-quality professional development in arts and arts integration. Through the process, an additional priority emerged that leadership teams needed to understand and purposefully engage with the strategic arts planning process to create a plan that would be adopted and supported.

Throughout the academic school year 2016-2017, a total of four Community Arts Team (CAT Team) meetings were held in October and December of 2016 and in January and March of 2017. In addition, strategic design and special follow-up meetings were held with the Arts Ed Collective coach and Magnolia team co-chairs.

As a team, we explored a baseline of understanding around arts education, arts integration, (Kennedy Center model), the Arts Ed Collective planning process and the elements of a comprehensive arts education plan. We developed a practical vision, identified strengths and challenges and created strategic directions. Finally, we reviewed the Arts Ed Collective data profile for Magnolia Public Schools prepared by Harder + Co. (please see Appendix 3 for abridged report). The team incorporated these findings into our plan and created strategic actions in the key areas of Content, Infrastructure and Sustainability.

Ongoing Support. For the academic year 2017-2018, we have an expectation that we will be awarded Year 2 Technical Assistance through Los Angeles County Arts Commission: Arts Ed Collective advancement grant (application pending approval). In this way, Arts Ed Collective Coach Peggy Burt will be able to work with the Magnolia Arts Facilitator and the newly appointed Arts Leads to create a strong infrastructure to roll out the plan. This strategy- a year of planning assistance, followed by a year of Implementation assistance- has been a key to success in other notable Arts Ed Collective districts/organizations. Seeing our Arts Plan as a living document that can move and respond to needs as they surface will ensure a strong implementation in Magnolia Public Schools.

Our Vision for The Arts For All Students in Magnolia Public Schools

A Culture Shift. Magnolia Public Schools commits to integrated arts instruction/STEAM as well as discrete arts instruction organization-wide.

Art Leads. Arts Coordination at MPS shall include an Arts Facilitator and Arts Leads at selected School Sites.

Arts are Provided at every campus with an identified Arts Lead who will employ specific strategies for student success on their campus.

Partnerships. Relationships will be well established with Community Partners that align with our Arts Plan.

Professional Development in the arts is offered on a regular basis and purposefully included in regularly scheduled organization-wide symposiums.

Arts Integration is used as a strategy for academic achievement and lesson planning that promotes cross-curricular teaching and learning.

Arts are Celebrated through events and showcases throughout Magnolia Public Schools sites, in addition to the organization-wide, capstone STEAM Expo that highlights all the STEAM disciplines and welcomes community involvement and participation.

College and Career Arts Pathways are supported by multiple educational leaders across the Magnolia district. These efforts will be driven by arts leads, college counselors and arts specialist teachers for the benefit of students.

Sustainable Funding. As infrastructure will be formed for sustainable arts, funding will be secured from within the organization and from a diverse range of external sources and community partners.

Goals by Focus Area

INFRASTRUCTURE: Build support for the arts through leadership, collaborations, partnerships and engagement.

- Goal 1: Build a team to provide leadership for the arts. Conduct collaborative planning MPS wide.
- Goal 2: Build deep and lasting partnerships that support the arts long term.
- Goal 3: Celebrate and showcase the arts to make arts learning more visible.



CONTENT: Deliver Curriculum, Instruction and Professional Development to support the arts and arts integration.

- Goal 1: Explore use of arts integration organization-wide for academic excellence.
- Goal 2: Explore use of arts integration as an intervention strategy for academic and social-emotional support.
- Goal 3: Build capacity at school sites to offer high quality performing arts: vocal music and drama, while supporting current visual arts offering.
- Goal 4: Support English Language Learners through performing arts strategies.
- Goal 5: Use technology with arts to expand opportunities in digital media, film and visual arts.
- Goal 6: Provide meaningful Professional Development in the arts and arts Integration.



SUSTAINABILITY: Develop funding streams, organizational support and long-term opportunities for teachers and students in the arts.

- Goal 1: Secure sustainable funding for the arts.
- Goal 2: Educate organization leadership and principals around how to include support for arts instruction in the LCAP.
- Goal 3: Consider hiring more discrete arts teachers.
- Goal 4: Build college connections to the arts.

Magnolia Public Schools

Arts Education Strategic Plan 2017-2022

Focus Area: Infrastructure: Build support for the arts through leadership, collaborations, partnerships and engagement.					
Goal 1: Build a team to provide leadership for the arts. Conduct collaborative planning MPS wide.					
Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
Phase I: 2017-2018	<p>Identify an arts lead at each school site</p> <p>Tier 1: MSA 1,3,4,7,8, Santa Ana</p> <p>Tier 2: MSA 2,5,6, San Diego</p>	Reach out to identified leads to invite.	Arts Facilitator Principal	<p>Stipends for Arts Leads of \$2000 per year</p> <p>With an anticipated match from Arts Ed Collective advancement grant 2018-19 stipend may increase.</p>	Arts leads are in place at each site for 2017-18
2017-2018	Provide adequate collaborative planning time for all Arts Leads	<p>Identify and plan specific meeting times. Kick off proposed for all-organization symposium August 2017.</p> <p>Meet quarterly to establish goals and deliverables through ongoing collaborations.</p> <p>Consider additional meetings for arts integration curriculum development with Arts Leads.</p>	Arts Facilitator Arts Leads	<p>Subs as needed</p> <p>Travel as needed</p>	Chart of work/Implementation plan for each school site/arts lead
2017-2018	Implement cross curricular planning meetings	Identify and plan specific meeting times.	Arts Facilitator	Professional Development time	Cohesive plan/vision of arts for each site – both

		Arts leads to meet with teachers from other content areas to develop curriculum	Arts Leads Professional Development leads	(Symposium days?)	arts instruction and arts integration
2018-2022	Explore possibility of adding afterschool programs in the arts	Convene team to discuss option of <i>internally developed</i> afterschool program components	Arts Facilitator Arts Leads Organization Leadership	To be determined.	High quality afterschool programming extends the day providing access for more students to visual and performing arts instruction and performance.
Goal 2: Build deep and lasting partnerships that support the arts long term.					
2017-2018	Collaborate and plan with additional community partners that align with plan.	Identify and contact arts partners within the community Plan and hold meetings with community partners and arts leads	Arts Facilitator Arts Leads	Services of community partners – need to budget based on research	Resources and Partners are identified that can support arts at Magnolia.
2018-2022	Create relationships that will support arts at MPS	Collaborate with VAPA coordinators from other Arts Ed Collective districts Attend local and state wide convening's Build connections with Community Partners who have resources to share Enhance school culture through arts-based family and community events		Fees for Community Partners TBD	Best practices are understood and adopted at Magnolia Public Schools. School climate and culture is enlivened.
Goal 3: Celebrate and Showcase the Arts to make arts learning more visible.					
Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome

2017-2018	Showcase the arts more/Art displays at all MPS schools	Determine space for art at each location Identify or purchase display cases	Arts Leads Arts Facilitator	Cost of display cases TBD	Evidence of art at each MPS school. Arts are more visible.
2017-2018	Consider having the High Schools and Middle Schools perform/present at the Elementary schools	Look at feeder patterns for secondary Have those secondary schools perform/present at their elementary schools	Arts Leads Arts Facilitator	No current budget implication, TBD	Performances or informal presentations take place at elementary schools to introduce students to arts offerings at secondary
2018-2019	Create promotions for arts events (student centered)	Create flyers Display on campuses Social media	Students Arts Lead, Facilitator	\$500-\$1000 cost of promotional materials	Baseline established for participation in arts events by students, parents, teachers and community.
2018-2019	Hold one arts showcase at each campus (with art form to be determined by campus.)	Determine location Select student artwork/performances Invite school community	Principals Teachers Arts Lead, Facilitator	No current budget implication, TBD	50% of students are involved in showcase
2019-2020	Hold one arts showcase at each campus that celebrate TWO art forms	Determine location Select student artwork/performances Invite school community	Principals Teachers Arts Lead, Facilitator	No current budget implication, TBD	60% of students are involved in showcase
2020-2021	Hold showcase that celebrates THREE art forms	Determine location Select student artwork/performances Invite school community	Principals Teachers Arts Lead, Facilitator	No current budget implication, TBD	75% of students are involved in showcase
2021-2022	Consider an annual Festival of the Arts or Arts Expo	Determine interest and capacity of Arts Leads to plan and implement		Budget to be developed.	Arts Festival or Expo is held in addition to STEAM Expo

Focus Area: Content: Deliver Curriculum, Instruction and Professional Development to support the arts and arts integration.

Goal 1: Explore use of arts integration organization-wide for academic excellence.

Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
-------	------------	------------------	------------------------------	--------------------	---------------------

2017-2018	Create arts integration pilot programs at selected sites – show success in small numbers before rolling out to larger population)	Survey schools/populations to identify specific needs at school sites Plan implementation for arts integration including Professional Development for teachers. Develop curriculum to support student needs.	Principals Teachers, Support Staff Arts Lead Arts Facilitator	None for survey During scheduled, Instructional Development meetings, planning may be done at no additional cost.	Student needs identified Type of arts integration needed is identified (visual, audio, performing, etc.) Cohesive curriculum strategies for teachers
2018-2022	Implement pilot arts integration program	Establish integration strategies at each school level	Principals Teachers, Support Staff Arts Lead Arts Facilitator	No current budget implication, TBD	Pilot program launched Pilot program evaluated Pilot program expands Results are communicated widely

Goal 2: Explore use of arts integration as an intervention strategy for academic and social-emotional support.

Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
2017-2018	Create arts integration intervention pilot program – show success in small numbers before rolling out to larger population)	Survey schools/populations to identify specific needs at school sites Plan implementation for arts intervention including Professional Development for teachers. Develop curriculum to support student needs.	Principals Teachers, Support Staff Arts Lead Arts Facilitator	None for survey Time for Professional Development and Curriculum Writing	Student needs identified Type of arts integration needed is identified (visual, audio, performing, etc.) Cohesive curriculum strategies for teachers
2018-2022	Implement pilot arts integration intervention program	Establish intervention at each school level	Principals Teachers, Support Staff	No current budget implication, TBD	Pilot program launched Pilot program

			Arts Lead Arts Facilitator		evaluated Pilot program expands Results are communicated widely
--	--	--	-------------------------------	--	---

Goal 3: Build capacity at school sites to offer high quality performing arts: vocal music and drama, while supporting current visual arts offering.

Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
2017-2018	Explore feasibility of providing at least 2 discrete art forms on each campus where there is an arts lead	Conduct a survey / interview key staff at each site to determine best fit for arts form/arts integration	Arts lead at site along with Arts Facilitator	None	Data is made available to drive decisions
2018-2019	Pilot one art form at each site	Decide on curriculum/scope and sequence Decide on stand-alone arts or arts integration approach Decide on teaching faculty – classroom teachers/arts specialists/teaching artists or a combination of approaches		No current budget implication, TBD	Curriculum is identified Approach is identified Teaching staff identified 1 art form is taught per school site for the full year
2019-2020	Launch 2 art forms at each site	Ramp up program with resources, supplies, equipment and space needs Support teaching faculty in lesson development and delivery		No current budget implication, TBD	Program is adequately supplied with resources Lessons are developed and shared out through PD 2 art forms are taught for the full year

Goal 4: Support English Language Learners through performing arts strategies.

2017-2018	Explore Use of vocal music	Consider curriculum or			Curriculum is in place
-----------	----------------------------	------------------------	--	--	------------------------

	or drama as a strategy in English Language Arts at Elementary K-2 grades at 1 site	<p>professional development to support classroom teachers to offer vocal music or drama/theatre.</p> <p>Consider bringing in teaching artists to work with students and teachers in vocal music/drama.</p> <p>Work toward choral concerts or plays for parent engagement</p> <p>Utilize vocal music or drama from different languages/cultures</p> <p>Consider TEAL approach</p>		Explore use of Title I funds (see appendix 1)	<p>for vocal music/drama</p> <p>Professional development is in place to support vocal music/drama</p> <p>Teaching artists support development of vocal music instruction/drama instruction</p> <p>Vocal music/drama highlights diverse cultures</p> <p>Work toward 2 performances per year.</p>
2018-2019	Pilot vocal music or drama at 2 sites	<p>Pilot curriculum</p> <p>Support teachers</p> <p>Offer performance opportunities</p>		Explore use of Title I funds (see appendix 1)	As above at 2 sites
2019-2022	Expand vocal music or drama program	Expand to all sites with elementary grade levels.		No current budget implication, TBD	<p>Vocal music/drama program expands</p> <p>Vocal music/drama program is evaluated</p>
Goal 5: Use technology with arts to expand opportunities in digital media, film and visual arts.					
2017-2018	Explore how partnership with UCI Beall Center of Art + Technology can further our understanding of how technology can support the arts and interests of students	Explore options	<p>Arts Facilitator</p> <p>Arts Leads</p> <p>MSA SA Leadership and Arts Staff</p>	No current budget implication, TBD	More students gain skills and expertise in the intersection of arts and technology
2018-2022	Determine best practices around STEAM	Explore options, attend professional conferences or	Arts Facilitator	No current budget implication, TBD	More students gain skills and expertise in

		courses. Visit sites where STEAM is working well.	Arts Leads MSA SA Leadership and Arts Staff		the intersection of arts and technology
--	--	---	---	--	---

Goal 6: Provide meaningful Professional Development in the arts and arts integration.					
Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
2017-2018	Determine comprehensive professional development series that will align with strategic arts plan	Determine needs of teachers (survey) Research possible community arts partners/resources for Professional Development providers based on needs Schedule professional development sessions as possible	Arts Facilitator and Arts Leads	No current budget implication, TBD	Professional development plan in place.
2018-2019	Leverage talents of VAPA teachers for professional development and training of generalist classroom teachers in scheduled symposiums	Arts Specialist receive training in best practices/new models that they can pass on to Magnolia teachers Both Visual Arts and Music strategies will be shared.	Lead VAPA mentor teachers Arts Lead Arts Facilitator Principals	Stipends for VAPA teacher's TBD	Common planning time schedule is established Professional Development plan established Partners identified
2018-2022	Support internal professional development for generalist teachers to learn arts integration strategies.	Schedule specific dates in the school year (3 per year) Include arts in organization-wide Specific dates and outcomes are established	Lead VAPA teacher at each site (as applicable) Arts Lead Arts Facilitator	No current budget implication, TBD	Professional Development in arts instruction and arts integration strategies is offered. Professional Development is evaluated.
2018-2022	Support external arts professional development for generalist teachers to learn arts integration strategies.	Align to budgets to support classroom teachers in any VAPA related college course	Admin Teams, Teachers	Funding to be determined by each site to support continuing education	Interested core teachers would attend courses and bring back learning to integrate into classroom instruction

2018-2019	Support arts specialists to attend conferences, college-level training, etc.	Announce program to staff and process applications		Funding to be determined	Arts specialists would bring back learning and serve as resource teachers to others.
Focus Area: Sustainability: Developing funding streams, organizational support and long-term opportunities for teachers and students in the arts.					
Goal 1: Secure sustainable funding for the arts.					
Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
2017-2018	Secure and use Title I funds to support the arts	Communicate with Principals how to use funding	Arts Leads Principals Afterschool coordinators		Additional funding is secured for the arts within the school day and after school
2017-2018	Secure commitment to implement stipend program for an arts lead at every school	Contact principals Create budgeted program to support arts leads	Arts leads Arts Facilitator Principals		There is a designated arts lead at every site with an annual stipend in place.
2017-2018	Get list of grants and scholarships for arts students	Generate list Communicate list to College Counselors, Students and Parents Add to newsletter, website, share org wide	Arts leads at each secondary site College Counselors	No current budget implication, TBD	Informed students Students utilizing resources
2018-2022	Expand revenue streams to support the arts. Pursue Arts Ed Collective advancement Grant (April 2018)	Explore other partnerships and grant options with community partners and funding entities	Arts leads Arts Facilitator	No current budget implication, TBD	Additional funding is secured to supplement the district's commitment to arts funding on an ongoing basis
2018-2022	Modify list of grants and scholarships annually to benefit students	Make list readily available	Arts Leads Arts Facilitator	No current budget implication, TBD	Internships and opportunities for students become available

2018-2022	Develop partnerships and collaborations for support	Make contact: call, emails, visits to develop relationships with possible partners	Arts Leads Arts Facilitator	No current budget implication, TBD	Partnerships and collaborations that lead to support and funding are developed.
2018-2022	Arts funding is available Magnolia – wide	Communicate with Administration on benefits and needs Ensure every arts teacher has adequate supplies and resources Ensure funding is available for arts instruction and arts integration.	Arts Facilitator Arts Leads Admin Team/ Parents/Volunteers /Teachers Community Partners	Budget to be established.	Arts funding is established and ongoing and made available for both arts instruction and arts integration org-wide. Arts funding increases over time.
Goal 2: Educate organization leadership and principals around how to include support for arts instruction in the LCAP.					
Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
2017-2018	Present information at Principal meetings to inform them of strategies that may be incorporated in LCAP to support the arts.	Define information that will be most useful for LCAP discussion. Bring in outside speakers as appropriate (Arts for LA/ CAAE) Identify models of districts where arts are included in LCAP.	All MSA Principals David Yilmaz – Chief Accountability Officer Arts Facilitator	None.	Principals gain a greater understanding of how arts may be supported in LCAP.
2017-2018	Review current LCAP	Look at the breakdown of LCAP spending currently	Arts Facilitator Principals Teachers	LCAP funding	LCAP funds to support the arts specifically
2018-2022	Make concrete recommendations for including arts in the LCAP	Define funding levels for the arts to be included in the LCAP	Arts Facilitator, Admin Team	To be determined.	

Goal 3: Consider hiring more discrete arts teachers.					
2017-2018	Explore the feasibility of hiring more arts teachers to offer arts instruction in Magnolia schools	Determine a phased roll-out of hiring more arts teachers – introduce over time	Admin Team Arts Facilitator	FTE salaries	More teachers are hired to provide arts education MPS wide
2018-2022	Each year, bring on more Arts Teachers to support arts teaching and learning at MPS	Determine art forms for each site. Determine if teachers can share elementary instruction Consider a wheel approach for middle school Consider additional teachers at the secondary level	Admin Teams Arts Facilitator, Arts Leads	Funding to be determined based on LCAP and Title I conversations	More teachers are hired.

Goal 4: Build College Connections to the Arts					
Years	Strategies	Actionable Steps	Person/ Group Responsible	Budget Implication	Measureable Outcome
2017-2018	Train Magnolia College Counselors on arts career paths	Inquire into college connections and resources: CSUN, UC Irvine, CSU LA, Cal Arts, Art Center, Otis Create resource materials for students that highlight: Art College options Art Programs Arts Majors Arts Scholarships, Grants Requirements for Arts Majors	College Counselors Arts Leads Arts Facilitator	No current budget implication. TBD	More students pursue an arts career path
2017-2018	Provide a pipeline for students who show high interest in arts college and career pathways	Explore the option of doing college visits Inform student about National Portfolio Days Inform students about arts majors, scholarships, grants, etc.	Arts Facilitator Arts Leads	None.	Students visit colleges Students attend Portfolio Days
2018-2022	Invite and connect to alumni who have gone on to pursue careers in the arts, entertainment or media fields	Consider an alumni event for networking and learning about careers with interested students	Arts Facilitator Arts Leads	No current budget implication. TBD	Alumni Event takes place annually

Magnolia Public Schools: Strengths and Challenges

Strengths:

- Curriculum (Visual Arts is in place) – needs to be presented to teachers
- Some teachers are willing to try to integrate the arts
- Social-Emotional Skills emphasis in the organization – the arts support that well
- Arts can support special needs populations
- STEAM emphasis – build on that with greater depth
- Potential for “Teacher Leaders” to promote arts and be “Pioneers”
- Once we have a plan...Community Partners will emerge
- Parents can be powerful champions for the arts
- Art and Technology demonstrations at the STEAM expo – build on that
- PTA Support for the arts can be strengthened
- Arts could be a through line for feeder schools to grow and retain students
- Counselors are informed about arts careers (continue to build knowledge base)

Challenges:

- Curriculum needs to be integrated and made available to teachers
- Teachers do not feel comfortable due to insufficient arts experience
- Teachers need clarity to deliver instruction
- Arts are currently undervalued
- Arts PDs are theoretical rather than practical – need models/demos
- Narrowing of the curriculum – English Language Arts and Math emphasis
- Educating Principals around value of arts leads needed for each school site
- Insufficient coordination and inadequate spaces for showcasing the arts
- Campuses are isolated from each other
- Feeder programs inconsistent – Elementary to Middle to High School (disrupts potential arts pipeline)
- Competing priorities for funding
- Need to determine how to influence LCAP at appropriate time to include arts in the LCAP.

Appendix 1: California Department of Education: Federal Funding to Support Arts Education [Title I and Title II]

Appendix 2: CREATE CA: Resolution to Adopt the Declaration of the Rights of All Students to Equity in Arts Learning.

Appendix 3: Magnolia Public Schools Arts Education Profile: Quality, Quantity and Equity of Arts Education

Appendix 4: The Otis Report on the Creative Economy, Los Angeles Region, 2017