

Tulare County

Arts Master Plan

2018-2023

Arts as Core. Arts for All.



Arts as Core. Arts for All.

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.

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>

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This publication is available for download at <http://www.tcoe.org/arts>.

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In honor of deep artistic roots and rich cultural traditions,
this plan is dedicated to the students, families, and communities of Tulare County.

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Funding for this plan was provided by a generous grant from the William and Flora Hewlett Foundation.

The Arts Empower.

The arts give a voice to the voiceless. The arts help transform American communities and, as I often say; the result can be a better child, a better town, a better nation and certainly a better world. Let's champion our arts action heroes, emulate them and make our communities everything we want them to be.

– Robert L. Lynch, President and CEO – Americans for the Arts
Editorial published in Huffington Post – June 23, 2015

Introduction

*Know from whence you came. If you know whence you came,
there are absolutely no limitations to where you can go. — James Baldwin¹*

The story of Tulare County is one of contrasts.

From the air, a canvas of orange groves, dairy farms, and John Deere tractors dot the landscape like blocks on a patchwork quilt. Incorporated in 1852, Tulare County is named for the native Tule reeds filling river and lake beds across the area. Located in the southern portion of California's San Joaquin Valley, the county sits squarely in the heart of the region known as the **Central Valley**. State Highway 99 and the tracks of the Southern Pacific railroad weave through the countryside as cars, trucks, and trains make their way across the Golden State. Centered three and a half hours from the metropolitan areas of San Francisco to the north and Los Angeles to the south, Tulare County is also a two and a half hour drive from the sandy shores of California's Central Coast.

The vast farmlands and foothills of Tulare County stretch across **4,824 square miles**, a land area roughly the size of Connecticut. On the eastern side of the county, the peaks of the Sierra Nevada Mountain Range rise to more than 14,000 feet. The range includes the 14,505 foot peak of Mt. Whitney, the highest summit in the contiguous United States. In stark contrast, the west side of the county sinks to 184 feet, in the arid remnants of the Tulare Lake, which was once the second largest freshwater lake in the United States (and largest west of the Mississippi River). By the turn of the 20th century, the lake had dried up, but the rich, fertile soil which remained in the basin has helped make Tulare County a worldwide leader in agricultural production.

The soil of Tulare County is perfect for growing crops and trees, very tall trees. Among the most famous residents of the county are the towering **Giant Sequoias**. Travelers from around the world journey up winding mountain roads to stand in awe of these natural wonders. In 1890, President Benjamin Harrison signed legislation to establish America's second national park, Sequoia, specifically to protect these Tulare County giants. Dappled throughout the hillsides, dozens of the massive trees fill ancient groves in the Sequoia and Kings Canyon National Parks, Sequoia National Forest and Monument, and Inyo National Forest. Among its lofty neighbors looms the world's largest tree by volume, the massive General Sherman. Standing 275 feet tall and measuring over 36 feet in diameter at its base, the stately conifer has marked the passage of time in Tulare County for approximately 2,200 years.

In the two millennia since the Giant Sequoias took root, Tulare County has grown and evolved. Today around **460,000** people call the area home. There are eight cities in the county: Dinuba, Exeter, Farmersville, Lindsay, Porterville, Tulare, Visalia, and Woodlake. The county is also home to over four dozen smaller, rural, unincorporated towns. Located in close proximity to stagecoach routes and railroad tracks, these cities and towns sprouted from the expansion of agriculture and farming operations in the region.

By the 1850's, cattle ranches and dairy farms peppered the landscape. The first orange tree was planted in the county in 1860 and by the early 1900's, citrus groves lined nearly every foothill, stretching as far as the eye could see. Oranges and lemons traversed the country on railcars, packed in crates bearing labels from **Tulare County towns**. The crate labels were functional pieces of art. They depicted the beauty of the hills and the lush landscape of the area while still advertising the brand of the produce and the location of the packing house. Today, like any other rare artwork, original crate labels are highly sought after.

The roots of Tulare County's communities lie deep in the region's fertile soil. As agricultural production expanded, so too did the population. Families migrated from across the nation and immigrated from around the globe, often settling in the **rural areas** of the county. Whether picking citrus, herding cattle, or harvesting wheat, they came to tend the land and build better lives. Through perseverance and determination, these hard working men, women, and children forged a new era for the region. The county's early settlers not only harvested crops and raised livestock, but they planted the seeds of economic prosperity which remain today.

Throughout the late 1800's, small family farms blossomed and with them came colonies and townships. These communities were often named for pioneer families or geographic features. Soon area maps were filled with places like: Allensworth, Alpaugh, Deer Creek Colony, Ivanhoe, Orosi, Plano Township, Three Rivers, and Woodville. Each town had its own local identity and its own unique stories to tell. As the **pioneer colonies** and townships developed, the need for local services grew. Doctors, blacksmiths, newspapers, post offices, and churches emerged. Even fire and police stations became essential to protect the towns. Rising populations also meant an increase in the number of children and the necessity for local schools.

Since the beginning, Tulare County's communities have had a strong commitment to educating their youth. In 1855, the **first public school** was established in the county seat of Visalia. That same year, the first County Superintendent of Schools, J.B. Hatch was appointed. Before long, one room schoolhouses were scattered across the county. In 1900, there were 78 identified small schools in the area and by 1920 there were over 100. From the mountaintops to the valley floor, nearly every township had its own school. All were focused on providing a quality education to the children of the local communities.

During the late 1930's Tulare County, like many areas of the Central Valley, had a population boom as families from the Dust Bowl ravaged states of Kansas, Nebraska, Oklahoma, and Texas migrated west. These settlers made their homes in the farm labor camps of the county, joining other immigrant families to work in the fields and tend the crops of the region. Around the same time, photographer **Dorothea Lange** crisscrossed the country, capturing life in the dust-filled days of Depression-era America. Among her many stops, rural Tulare County. Her iconic images of local faces and places provide a window into the lives of those who helped shape the area. Families from across the world still immigrate to the county, bringing along their languages, traditions, and cultural heritage. Much like the pioneer families before them, the diverse cultures and stories of these modern settlers are woven into Tulare County's history.

Throughout the 20th century, businesses and industries flourished and the population grew across Tulare County. Today, nearly half a million people live in the county and over **103,000** of those residents are students. The oldest and largest school district in the area, Visalia Unified, has an average daily attendance of over 28,000 students. Conversely, the smallest district in the county, Hot Springs, serves just 18 students daily. Located high in the mountains southeast of Porterville, this quaint school has educated local children since 1896.

One-third of Tulare County's residents still call small, rural, unincorporated communities home and many of these towns still house neighborhood schools. The 100 plus pioneer school districts have largely been consolidated and 43 remain; nearly all of which have been in operation since the turn of the 20th century. Of the county's **43 districts**, 34 are considered small, with less than 2,500 students enrolled in each and in 30 of those small districts, enrollment is less than 1,000 students. In addition, 25 of the 43 districts are single school districts, containing only one school and serving students from Kindergarten through 8th grade. The small and single school districts are quiet reminders of Tulare County's vibrant history and of the students, families, and communities of the past.

From the depths of the Tulare Lake bed to the peaks of mighty Mt. Whitney, Tulare County is a land of contrasts. Shaped by the hands of its hardworking residents, the county was built on determination, perseverance, and the indomitable human spirit. Just like the fertile soil covering the landscape, Tulare County has a rich and vibrant history all its own. The deep roots in the area go back generations; crossing state lines, country borders, and vast oceans of time. From the air, the colorful patchwork quilt of crops and groves stretches for miles. Down on the ground, the voices of the past echo through the canyons and whisper through the branches of the Giant Sequoia trees. ***This, they say, is home.***

¹Baldwin, James. "A Letter to My Nephew," *Progressive Magazine*, January 1, 1962.

Arts Education

should not be viewed as a luxury,

*but as a **NECESSITY.***

- Tom Torlakson, California State Superintendent of Public Instruction

Remarks delivered at California's Statewide Arts Summit - March 4, 2016

Executive Summary

The Case for High-Quality Arts Education

Time and again, research has demonstrated the virtues and benefits of arts education. The impacts extend past artistic literacy and creativity, into countless other academic, social, and emotional arenas. Arts education boosts attendance, academic achievement, and graduation rates. The arts also improve school climate and social-emotional learning by increasing student self-esteem and promoting inclusive environments. Arts-rich schools also report higher student, parent, and stakeholder engagement. Implementation of high-quality arts instruction can improve all facets of classroom, campus, and community life.

The lasting effects of a high-quality arts education reach well beyond the school walls into all aspects of college, career, and civic life. In California, the arts are big business, as one out of every six jobs in the state is in the creative economy. The state averages over \$400 billion in economic output from the creative industries, which include the visual, performing, and media arts. The skills students learn in their arts classes enable them to compete and to become successful in the global community.

Beyond their impact on the world's economy, the arts are also a cornerstone of global culture. Since the earliest recorded history, the arts have been a central aspect of life in every civilization on earth. For thousands of years, humans have sought to explain the marvels and mysteries of the world through the artistic disciplines of dance, music, theatre, the visual arts, and more recently, media arts. All humans possess the innate urge to create and the arts provide a myriad of outlets to harness that energy. Transcending all language and cultural barriers, the arts are a universal mode of communication. They provide channels for creative expression and the opportunity to explore emotions, to challenge and reinforce beliefs, and to discover the self. The arts are the essence of humanity.

A Commitment to Arts Education

Over the last three decades, as funding priorities have shifted and legislation has changed at the state and federal levels, arts education programs have often taken the hardest hit. While *California Education Code* Sections 51210 and 51220 require instruction in the arts, not every student in the state, or in Tulare County, has equal access to an arts education. This disparity is often the most prevalent in the county's small and rural schools where student populations are minimal and resources are limited.

Understanding that access to high-quality arts education is a critical part of a well-rounded education for all students, in 2017, the Tulare County Office of Education (TCOE) received a grant from the William and Flora Hewlett Foundation to create the county's first strategic arts education plan. The strategic plan would provide a roadmap for expanding arts education across Tulare County schools.

To make the strategic plan a reality, TCOE partnered with the California Alliance for Arts Education and over the course of the 2017-18 school year, the groups brought together a diverse cadre of educators, arts organizations, and community stakeholders to envision a new reality for arts education in Tulare County. The work of the planning team was guided by an overarching vision - *We believe that every student in pre-kindergarten through grade twelve deserves equitable access to high-quality arts learning as part of a well-rounded education.*

The planning team utilized data and research to analyze the current state of arts education in Tulare County. The group focused their collaborations and discussions around three core questions:

1. What are the elements of a high-quality arts education system?
2. In 3-5 years, what will be in place in our arts education system as a result of our actions?
3. What creative, innovative actions can we take to address our challenges?

They worked together in a series of consensus workshops to identify strengths and challenges of the current structure. From their research and discussions, the team developed a series of goals and recommendations that cross multiple sectors of the education system throughout the county.

Throughout the planning meetings, several strategic directions arose. One was the need to ensure equitable access to all of the arts disciplines for every student. Along with this, the group also discussed the impact of the arts on all aspects of a person's life and the myriad of ways in which the arts can improve social and emotional well-being. There was also a lively discussion about how the arts are a key component in supporting diversity and teaching cultural relevance. The planning team also wanted to ensure that a portion of the plan was dedicated to preparing students for life beyond the classroom, including supporting college and career choices in the creative economy. The last area that the group felt was important to guaranteeing high-quality arts education for all was ensuring sustainable systemic change through professional learning, district strategic planning, funding allocations, and continued advocacy.

From this collective work, the Tulare County Arts Master Plan (AMP) was born.

The Tulare County Arts Master Plan

The Arts Master Plan is a strategic roadmap detailing the expansion of arts and cultural programs in the county's schools. The AMP is aligned with the goals of the Every Student Succeeds Act (ESSA) and the eight state priorities in California's Local Control Funding Formula (LCFF). To advance arts education in Tulare County, the AMP focuses on four strategic directions: 1. Educational Equity for All; 2. Social and Emotional Well-Being; 3. College, Career, and Civic Life Readiness; and 4. Sustainable Systemic Change.

The strategic plan identifies goals and outcomes for planning, implementing, and sustaining high-quality arts learning experiences, both inside and outside of school. The AMP aligns the programs and departments operating within TCOE to the larger vision of arts education for all. The plan represents a commitment from the County Office to supporting high-quality standards-based arts education for years to come. The Arts Master Plan also defines a clear multi-year path to ensuring equitable access to the arts for all students, families, and communities in Tulare County.

We do not believe

that the arts only belong to some people, but not others.

***We are committed** to finding ways that every individual, from child to grandparent and everyone in between, has an opportunity to find their creative voice through the arts; and live in a community where creativity can thrive.*

***This is important** because the arts instill our lives with value, and connection; creativity and innovation. They make our world a richer and more rewarding place to be.*

– Jane Chu, Former Chairman – National Endowment for the Arts
Remarks delivered at Hong Kong Arts Development Council Leadership Roundtable– November 30, 2017

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

Educational Equity for All • Social and Emotional Well-Being • College, Career, and Civic Life Readiness
Sustainable Systemic Change

Core Values

1. **We Recognize** the Impact of Equitable Access to the Arts on Ensuring Success for Every Student
Therefore we – Define the Arts as Essential Components in a Well-Rounded, High-Quality Education
2. **We Value** Both Discrete and Integrated Student Learning Opportunities Through the Arts
Therefore we – Endorse High-Quality, Standards-Based, Arts Curriculum, Pedagogy, and Assessment
3. **We Inspire** Students to Discover Hope, Cultural Diversity, and Creative Expression Through the Arts
Therefore we – Embrace the Arts as Integral in Health, Wellness, Inclusion and Acceptance
4. **We Challenge** Students to Develop Cultural and Global Competence Through the Arts
Therefore we – Cultivate Vibrant Opportunities for Success within the Creative Economy
5. **We Honor** Student Innovation and Leadership in and Through the Arts
Therefore we – Celebrate Artistic Achievement, Mastery, and Learning
6. **We Empower** Educators Through High-Quality Professional Learning in the Arts
Therefore we – Strengthen Leadership Capacity and Educator Preparation
7. **We Leverage** Resources, Partnerships, and Funding for Systemic Change in the Arts
Therefore we – Provide Abundant, Sustained Support for Teaching and Learning
8. **We Build** Public Will Through Ongoing Stakeholder Engagement, Advocacy, and Research
Therefore we – Recognize the Lasting Impact of the Arts on Students, Educators, Families, and Communities

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		Strategic Actions	
1.1	Address the opportunity and achievement gaps by ensuring equitable access to arts learning opportunities in all educational settings	<ul style="list-style-type: none"> • Increase awareness of California <i>Education Code</i> Sections 51210 and 51220, requiring discrete instruction in dance, music, theatre, and visual arts as part of the core curriculum¹ • Ensure arts learning opportunities are threaded throughout the school day and within all settings, including: traditional day; expanded learning (summer, before- and after school); early childhood education; migrant education; special education; alternative education (court, community, and continuation schools); charter schools; and prevention programs 	
1.2	Expand equitable access to high-quality arts learning opportunities for all students, both in school and out of school	<ul style="list-style-type: none"> • Multiply and strengthen existing countywide arts-related student events, study trips, and extended learning opportunities, ensuring equitable access for all schools and districts in Tulare County • Collaborate with community partners, launching satellite hubs to support high-quality arts learning in rural and underserved areas of the county 	
1.3	Support districts as a solution partner to reveal and address the unique local challenges in equitable arts learning	<ul style="list-style-type: none"> • Aid districts in aligning with the well-rounded, and arts-inclusive, education provision of the Every Student Succeeds Act (ESSA) by conducting a needs assessment and identifying areas for improvement • Pilot innovative practices in rural and single school districts which address their unique challenges in ensuring equitable access for all 	
1.4	Utilize data and research to highlight the impact of equitable access to high-quality arts education on student success and achievement	<ul style="list-style-type: none"> • Verify districts are reporting accurate secondary data through the California Longitudinal Pupil Achievement Data System (CALPADS) for the California Arts Education Data Project • Develop a survey tool to capture accurate and timely arts education coursework, student participation, and teacher credentialing data at elementary, charter, and alternative schools • Assist districts with creating local accountability measures to demonstrate the power of the arts on areas such as: literacy and language development and student achievement in English Language Arts and Mathematics 	
1.5	Recognize and celebrate exemplary models of arts curriculum, instruction, and pedagogy ¹	<ul style="list-style-type: none"> • Identify and honor models of innovative teaching practices, robust parent and community engagement, and improved student academic performance • Highlight exemplars of equitable and inclusive arts access within all student groups and across all levels: pre-kindergarten through grade twelve • Encourage model schools to apply for distinguished status and exemplary arts recognition through the California Department of Education 	

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		Strategic Actions	
2.1	Support the transition to California’s new Arts Standards and Framework	<ul style="list-style-type: none"> • Build awareness for, and competency in, the 2019 <i>California Visual and Performing Arts Content Standards</i> revision and the 2020 Framework revision through ongoing professional learning, coaching, and technical assistance for districts, schools, educators, and administrators 	
2.2	Create model standards-based, culturally relevant, interdisciplinary, discrete and integrated arts learning opportunities for grades pre-kindergarten through twelve ¹	<ul style="list-style-type: none"> • Align all coursework and programs, in both the arts and other content areas, to: <i>the California Preschool Learning Foundations; the California Visual and Performing Arts Content Standards; the Common Core State Standards in English Language Arts & Literacy in [...] Technical Subjects; and/or the California Career Technical Education Model Curriculum Standards in Arts, Media, and Entertainment</i> (as applicable per grade level) • Design crosswalks and model lessons aligning the arts standards with the standards in the other areas including: Career Technical Education, Computer Science, English/Language Arts, English Language Development, History-Social Science, Health Education, Mathematics, Model School Library, Physical Fitness, Science, and World Languages • Embed high-quality discrete and integrated standards-based arts learning into all curriculum, instruction, professional learning, and programming 	
2.3	Demonstrate the power of integrating arts learning across the curriculum	<ul style="list-style-type: none"> • Assist educators with discovering unique ways of enhancing student learning, inquiry, and engagement through arts integration • Ensure STEAM (Science, Technology, Engineering, Art, and Mathematics) coursework and Makerspace programs include high-quality arts instruction 	
2.4	Implement instructional strategies and assessments utilizing multiple measures of student learning, including: engagement, representation, and action and expression ²	<ul style="list-style-type: none"> • Enable students to access and participate in meaningful, challenging learning opportunities by utilizing Universal Design for Learning (UDL)² • Collaborate with districts to develop and pilot assessment tools identifying student mastery of the four artistic processes: creating; performing, presenting, or producing (based on discipline); responding; and connecting • Encourage the use of non-traditional assessments such as: digital portfolios, performances, and observations to gauge students’ artistic literacy 	
2.5	Provide ongoing evaluations and technical assistance for arts standards implementation	<ul style="list-style-type: none"> • Pilot innovative instructional practices for interdisciplinary, cross-curricular, standards-based learning in rural and single school districts • Develop a rubric and survey tool to aid districts with accurately capturing arts standards implementation data for the <i>Implementation of State Standards</i> local indicator on the California State Accountability Dashboard 	

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

²*Universal Design for Learning Guidelines*. CAST, 2018.

Core Value #3 Inspire Students to Discover Hope, Cultural Diversity, and Creative Expression Through the Arts
Embrace the Arts as Integral in Health, Wellness, Inclusion, and Acceptance

Goals	Strategic Actions
3.1 Endorse the arts as an evidence-based strategy and intervention for improving student social, emotional, and character development	<ul style="list-style-type: none"> • Reduce stigmas, stereotypes, and discrimination by utilizing the arts to promote awareness and acceptance of sensitive topics such as: mental health, substance abuse, and cultural diversity • Develop the core social and emotional learning competencies of: social awareness, self-awareness, self-management, responsible decision-making, and relationship skills through the arts¹ • Employ the arts to develop the universal ethical values of: trustworthiness, respect, responsibility, fairness, caring, and citizenship²
3.2 Honor culture, diversity, language, and traditions in and through the arts	<ul style="list-style-type: none"> • Value and build upon student cultural and linguistic assets through culturally responsive curriculum and instruction³ • Provide opportunities for diverse and inclusive learning, with artists and educators from varied gender, racial, ethnic, and socioeconomic backgrounds • Affirm, welcome, and respond to a diverse range of student strengths, needs, and identities through the arts³ • Understand impacts of the arts on respect, empathy, and global perspective⁴
3.3 Improve school climate and culture by applying the arts as a catalyst for change	<ul style="list-style-type: none"> • Cultivate resilience to adversity and build the foundation for social and emotional growth; ensure every student and adult feels they belong, have value, and have a network of caring peers to rely on⁵ • Foster a sense of belonging by creating safe, affirming, engaging, and inclusive environments through the arts • Design arts-connected, place-based, inquiry-driven teaching and learning experiences to influence and impact local communities
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 ⁵	<ul style="list-style-type: none"> • Create a Health and Culture Task Force to identify resources and supports for safe and healthy schools and communities • Encourage safe behaviors and healthy lifestyles through arts-based experiences aligned to the <i>California Health Education Content Standards</i> • Work with strategic partners to design youth-centered, arts-based, community outreach and education campaigns on prevention-related topics including: the harmful effects of alcohol, tobacco, marijuana, and other drug use; bullying; suicide; mental health; violence; and healthy active living⁶

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

²Model Standards for Academic, Social, Emotional, and Character Development. Josephson Institute, 2013.

³California English Learner Roadmap. California Department of Education, 2018.

⁴Adapted from: *A Blueprint for Creative Schools*. CREATE CA, 2015.

⁵California's Social and Emotional Learning Guiding Principles. California Department of Education, 2018.

⁶National Prevention Strategy. U.S. Department of Health and Human Services, Office of the Surgeon General, 2011.

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		Strategic Actions	
4.1	Ensure students develop the essential knowledge, skills, and creative capacities to succeed in a global, diverse, and multilingual world ¹	<ul style="list-style-type: none"> Recognize the Visual and Performing Arts and Career Technical Education as interwoven and complementary courses of study which afford students both content knowledge and the practical skills to apply their knowledge in a variety of academic and career contexts² Increase support for Arts, Media, and Entertainment coursework, academies, industry opportunities, and high-quality arts learning Endorse equitable access to Media Arts learning through standards-based curriculum and specialized mobile resources for schools 	
4.2	Reduce stigmas around artistic fields as college and career choices	<ul style="list-style-type: none"> Gather and distribute data about the social, emotional, and fiscal impacts of the arts on multiple sectors, including: education, health care, government, and the local economy Host informational sessions to educate the public about the <i>Creative Economy</i>, including the industry jobs and opportunities within Expand awareness of opportunities for artistic careers in other industry sectors such as: agriculture, business, engineering, and manufacturing Provide resources and training for guidance counselors on student college and career opportunities in the arts 	
4.3	Strengthen strategic partnerships and ongoing support for college and career paths in the arts	<ul style="list-style-type: none"> Leverage industry opportunities to promote college and career paths in the arts through the development of a Creative Economy Task Force Link business and industry partners with area middle and high schools to strengthen arts-focused intern/externships, scholarships, and campus collaborations Work with strategic partners to develop local scholarships and mini-grants for Tulare County students pursuing college, career, or civic arts engagement 	
4.4	Develop tools, resources, and programming to assist students with researching college and career opportunities	<ul style="list-style-type: none"> Design a virtual arts-focused student college, career, and civic life portal featuring grants, scholarships, extended learning opportunities, and college and career tools Coordinate opportunities for students to visit colleges and trade schools with a focus on arts-related degrees and career preparation Design an Arts, Media, and Entertainment College and Career Day event for area middle and high school students and their families 	

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

²“Both/and: Understanding the Vital Link between Both the Arts and Career Technical Education in California Schools.” California Alliance for Arts Education, 2010.

Core Value #5 Honor Student Engagement, Innovation, and Leadership in and Through the Arts
Celebrate Artistic Achievement, Mastery, and Learning

Goals		Strategic Actions
5.1	Build the capacity of burgeoning student arts leaders	<ul style="list-style-type: none"> Foster countywide arts leadership, advocacy, and civic engagement by instituting a student-led Youth Arts Task Force Provide professional learning and mentoring to youth involved in campus leadership roles such as LCAP planning, school boards, or associated student body positions Align student arts leadership opportunities with the six core principles of student leadership: communication; personal and social development; civic and service learning; government; business and finance; and technology and digital citizenship¹
5.2	Promote student learning, civic engagement, and social justice in and through the arts	<ul style="list-style-type: none"> Ensure student voice and choice are primary focal points of a high-quality arts education² Expand awareness of state and national student advocacy and leadership opportunities such as the California Alliance for Arts Education's <i>Student Voices</i> Campaign Facilitate the creation of an annual student-driven Youth Arts Leadership Summit for young visionaries from across Tulare County
5.3	Secure real-world applications and opportunities for students to pilot their designs, performances, and innovative creations	<ul style="list-style-type: none"> Establish creative place making and community beautification projects by encouraging businesses and developers to commission student artists Strengthen arts-centered connections in all countywide student events, providing multiple opportunities for showcasing artistic literacy, leadership, and learning Design and pilot new student events and opportunities aligned to the four artistic processes: creating; performing, presenting, or producing; responding; and connecting
5.4	Identify and recognize exemplary practices in arts leadership and education	<ul style="list-style-type: none"> Create a student recognition program celebrating exemplary artistic merit and achievement in dance, media arts, music, theatre, and visual arts; including arts-based demonstrations of academic, linguistic, social, and emotional competencies Host an annual Tulare County Arts Gala to honor and celebrate exemplary students, educators, schools, districts, and community partners

¹Student Leadership Standards. California Association of Directors of Activities (CADA), 2018.

²Adapted from: *A Blueprint for Creative Schools*. CREATE CA, 2015.

Core Value #6 Empower Educators Through High-Quality Professional Learning in the Arts
 Strengthen Leadership Capacity and Educator Preparation

Goals		Strategic Actions
6.1	Build the capacity of burgeoning arts educators and leaders	<ul style="list-style-type: none"> Identify and mentor emerging arts education leaders, especially those from varied gender, racial, ethnic, and socioeconomic backgrounds Expand awareness of state and national leadership and professional learning opportunities for local arts education leaders Provide opportunities for arts educators to collaborate, connect, learn, and lead through the Tulare County Arts Network (TuCAN) and local arts leadership summits
6.2	Prepare educators and administrators to plan, implement, support, sustain, and administer high-quality, standards-based arts education programming	<ul style="list-style-type: none"> Employ constructivist, inquiry-based, academic, and experiential approaches to teaching and learning in and through the arts¹ Embed culturally and linguistically responsive arts pedagogy in all professional learning² Ensure all arts professional learning aligns with the <i>California Teaching Performance Expectations (TPEs)</i> and the <i>California Standards for the Teaching Profession (CSTP)</i> Thread high-quality standards-based arts learning through all credentialing and preparation programs including those for teachers, administrators, and paraprofessionals
6.3	Recognize local artists as valued partners in advancing arts education	<ul style="list-style-type: none"> Honor the knowledge, talents, and skills of local teaching artists by reclassifying them as <i>community arts educators</i> Develop a sustainable training program to build the capacity of community arts educators to plan, implement, and sustain high-quality arts instruction through classroom lessons, presentations, and mentorships Facilitate partnerships between districts, schools, and community arts educators by disseminating an online “artists-in-schools” directory
6.4	Advance high-quality arts instruction by connecting credentialed educators with schools and districts	<ul style="list-style-type: none"> Address the teaching shortage by building a recruitment and development pipeline of highly skilled arts educators Provide ongoing assistance and resources for local artists on routes to teacher credentialing and careers in education Assist schools and districts with recruiting qualified candidates for arts educator positions

¹“The Joint Arts Education Task Force Report: How the Arts and Creative Education Can Transform California’s Classrooms,” 2013

²Adapted from: *A Blueprint for Creative Schools*. CREATE CA, 2015.

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		Strategic Actions
7.1	Establish a countywide commitment to arts education through a district strategic planning initiative	<ul style="list-style-type: none"> Champion the collaborative development of comprehensive strategic arts education plans across Tulare County, with a goal of producing four new district plans each year Ensure sustained support for districts as they implement, refine, and update their board approved strategic arts education plans
7.2	Provide ongoing guidance to schools and districts on methods for funding and sustaining high-quality arts education	<ul style="list-style-type: none"> Support districts with aligning 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 Share research, data, exemplary models, and additional resources to aid districts with writing arts education goals into their Local Control Accountability Plan (LCAP) and other state and federal program plans Work with business and industry partners in establishing arts education grants for schools and districts Expand online resources, including information on grants, scholarships, and other potential arts funding opportunities
7.3	Forge strong family, community, and school partnerships to advance arts education goals	<ul style="list-style-type: none"> Assist districts with ensuring balanced multi-sector representation by identifying diverse local stakeholders to serve on school improvement, funding, and arts education planning teams Share strategies for utilizing the arts to actively engage families and community stakeholders in school processes Aid districts with the creation of local accountability measures for accurately assessing schoolwide engagement of students, educators, parents, and communities Ensure that families have the knowledge and tools to help students with homework and other curriculum-related activities¹
7.4	Assure the appropriate specialized arts equipment, supplies, personnel, and resources are readily available to all schools and districts	<ul style="list-style-type: none"> Collaborate with strategic partners to develop high-quality, standards-based arts residencies for rural and underserved schools Supervise a countywide arts education resource center to assist districts with accessibility, allocation, and distribution of non-consumable equipment and materials Achieve ongoing sustainable programmatic support for Tulare County schools and districts through expanded partnerships with local, state, and national arts organizations, non-profits, and foundations

¹Family Engagement Framework: A Tool for California School Districts. California Department of Education, 2014.

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	Strategic Actions	
8.1	Leverage the tools and resources developed by the CREATE CA statewide arts coalition to build public will for the arts	<ul style="list-style-type: none"> Utilize the CREATE CA model and initiate CREATE TULARE, a local arts coalition, leadership council, and public will campaign Commit to ensuring all students have the right to fully develop their creative potential by collaborating with CREATE CA and adopting the <i>Declaration of the Rights of All Students to Equity in Arts Learning</i>
8.2	Foster public and private partnerships to build community awareness and support for the advancement of arts education across Tulare County	<ul style="list-style-type: none"> Expand arts education and cultural development ventures through collaboration with area stakeholders, including businesses, industries, city and county agencies, and non-profits Advocate and apply for ongoing and increased public and private sector funding to strengthen, stabilize, and sustain arts education in Tulare County Recruit and empower an influential group of business, education, arts organization, museum, and community leaders to champion partnerships to ensure a creative education for every child¹
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	<ul style="list-style-type: none"> Explicitly address the role of the arts in impacting education for English learners, students of color, low-income students, students with special needs, foster youth, and other disenfranchised groups¹ Utilize digital platforms and physical convenings to provide ongoing communication with educators, policymakers, and community stakeholders Disaggregate and disseminate annual arts data and statistics from multiple sources including: the California Arts Education Data Project, the California School Dashboard, and locally developed survey instruments Demonstrate the role of the arts in impacting school climate and culture as well as developing student capacities and dispositions related to both academic achievement and social emotional well-being¹
8.4	Annually revise, refine, and reflect on the Arts Master Plan	<ul style="list-style-type: none"> Adopt continuous improvement practices; using research, data, and evidence to enhance the quality of student academic, artistic, linguistic, social, and emotional learning opportunities Drive high-quality implementation, conduct comprehensive planning, monitor implementation, and adopt policies and practices which highlight places where additional resources or scaffolds are most necessary²

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

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

Arts education

can help build the case for the importance of a well-rounded, content-rich curriculum in at least three ways.

***First,** the arts significantly boost student achievement, reduce discipline problems, and increase the odds that students will go on to graduate from college.*

***Second,** arts education is essential to stimulating the creativity and innovation that will prove critical to young Americans competing in a global economy.*

***And last,** but not least, the arts are valuable for their own sake, and they empower students to create and appreciate aesthetic works.*

– Arne Duncan, Former Secretary of the Department of Education
“The Well-Rounded Curriculum,” Remarks delivered at the Arts Education Partnership National Forum – April 9, 2010

Appendices

Appendix A

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.

Appendix B

Glossary of Acronyms and Key Terms

- **21st CCLC** – 21st Century Community Learning Centers
- **AME** – Arts, Media, and Entertainment
- **AMP** – Tulare County Arts Master Plan
- **ASES** – After School Education and Safety
- **CALPADS** – California Longitudinal Pupil Achievement Data System
- **CASEL** – Collaborative for Academic, Social, and Emotional Learning
- **CAST** – Center for Applied Special Technology
- **CTE** – Career Technical Education
- **ESSA** – Every Student Succeeds Act
- **LCAP** – Local Control Accountability Plan
- **LCFF** – Local Control Funding Formula
- **SEL** – Social Emotional Learning
- **STEAM** – Science, Technology, Engineering, Art, Mathematics
- **TCOE** – Tulare County Office of Education
- **UDL** – Universal Design for Learning
- **VAPA** – Visual and Performing Arts

Appendix C

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>

Appendix D

References

- Arts Education Partnership. *ESSA: Mapping Opportunities for the Arts*, 2018.
 - *What School Leaders Can Do To Increase Arts Education*, 2018.
- California Alliance for Arts Education. “Both/and: Understanding the Vital Link Between the Arts and Career Technical Education in California Schools,” 2010.
- California Department of Education. *California English Learner Roadmap*, 2018.
 - *California’s Social and Emotional Learning Guiding Principles*, 2018.
 - *Family Engagement Framework: A Tool for California School Districts*, 2015.
 - *The Joint Arts Education Task Force Report: How the Arts and Creative Education Can Transform California’s Classrooms*, 2013.
- 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.
- Department of Health and Human Services, Office of the Surgeon General. *National Prevention Strategy*, 2011.
- Josephson Institute. *Model Standards for Academic, Social, Emotional, and Character Development*, 2013.

Appendix E

California Education Code

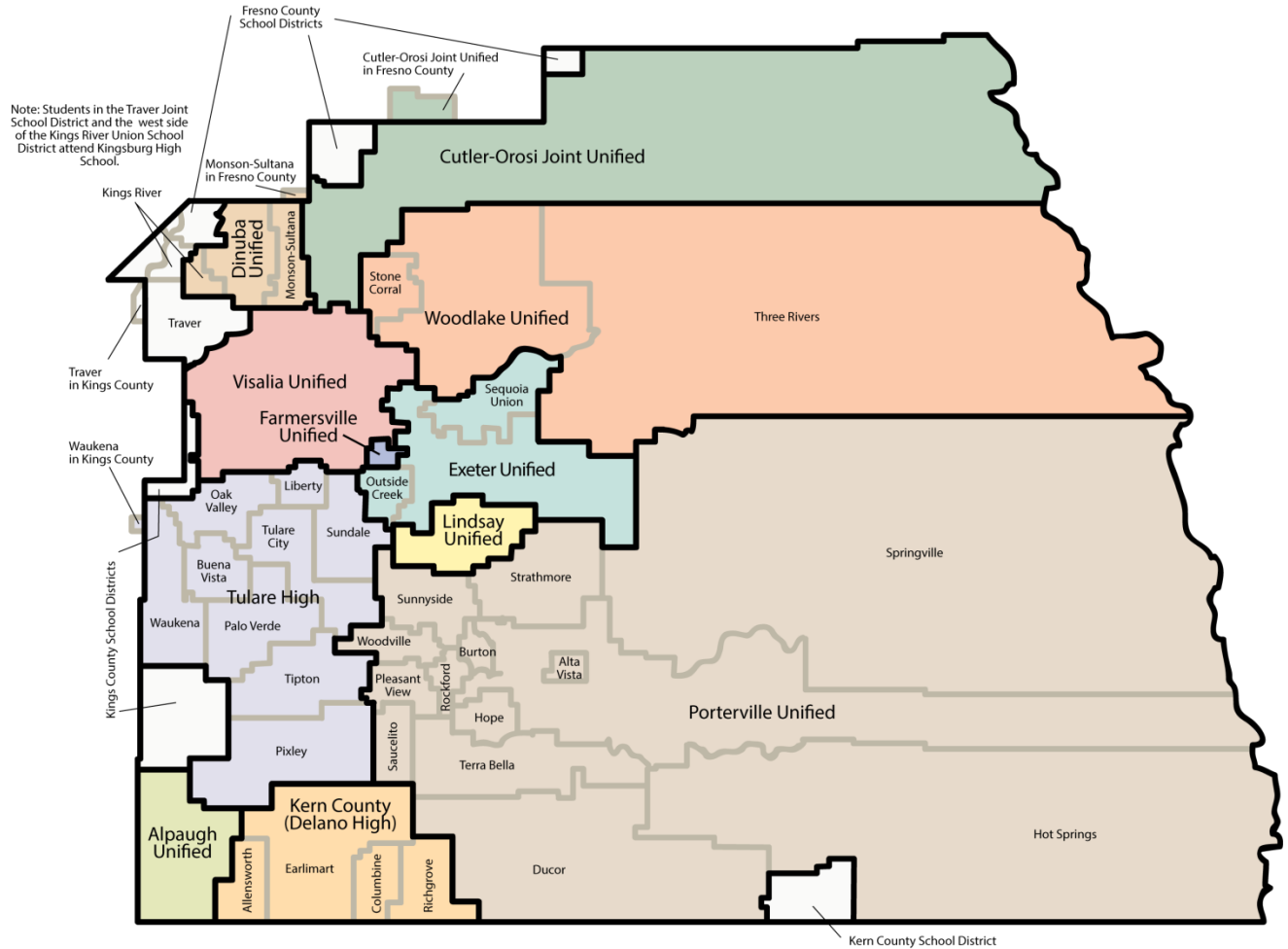
Education Code Section 51210

(a) The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study... (5) Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

Education Code Section 51220

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: ... (g) Visual and performing arts, including dance, music, theatre, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

Tulare County Schools and Districts



Colors indicate areas of high school attendance and their feeder districts

Figure 1

Arts as Core. Arts for All.

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

