

# Student Support and Academic Enrichment (SSAE) Grant

FINAL REPORT 2019



## **SACRAMENTO COUNTY BOARD OF EDUCATION**

**Bina Lefkowitz**

Trustee, Area 1

*President*

**Paul A. Keefer, MBA, Ed.D.**

Trustee, Area 3

*Vice President*

**Karina Talamantes**

Trustee, Area 2

**Joanne Ahola**

Trustee, Area 4

**O. Alfred Brown, Sr.**

Trustee, Area 5

**Heather Davis**

Trustee, Area 6

**Harold Fong, MSW**

Trustee, Area 7

**Sacramento**  
Office of Education **County**

**[www.scoe.net](http://www.scoe.net)**

# Student Support and Academic Enrichment Grant: Final Report 2019



## TABLE of CONTENTS

---

### PART ONE

#### STUDENT SUPPORT AND ACADEMIC ENRICHMENT GRANT

Overview .....	5
Goals and Outcomes.....	6
Community of Practice.....	7

### PART TWO

#### SCHOOL DISTRICTS DEVELOPING AND IMPLEMENTING ARTS EDUCATION

Arcohe Union School District.....	10
Center Joint Unified School District .....	12
Elk Grove Unified School District.....	15
Elverta Joint Elementary School District.....	18
Folsom Cordova Unified School District .....	21
Galt Joint Union Elementary School District.....	27
Galt Joint Union High School District .....	30
Natomas Unified School District.....	33
River Delta Unified School District.....	37
Robla School District.....	40
Sacramento City Unified School District.....	43
Sacramento County Office of Education .....	46
San Juan Unified School District.....	49
Twin Rivers Unified School District .....	52

## **PART THREE**

### **ARTS ORGANIZATIONS BUILDING ARTS EDUCATION CAPACITY**

916 Ink.....	56
B Street Theatre.....	59
Broadway Sacramento .....	64
Calidanza Dance Company.....	68
CLARA (E. Claire Raley Studios for the Performing Arts).....	71
Crocker Art Museum .....	75
Images Theatre Company .....	81
Sacramento Ballet.....	86
Sacramento Children’s Chorus.....	88
Sacramento Metropolitan Arts Commission.....	91
Sacramento Philharmonic & Opera .....	94
Sacramento Taiko Dan.....	97
Sol Collective.....	100





# PART ONE

## Student Support and Academic Enrichment Grant

- 
- Overview
  - Goals and Outcomes
  - Community of Practice
-



# Student Support and Academic Enrichment Grant

## OVERVIEW

The Sacramento County Office of Education was awarded the **Student Support and Academic Enrichment Grant** (SSAE) through the California Department of Education. The million-dollar grant award was focused on providing all students with access to well-rounded educational opportunities. The grant provided support to our Sacramento County Region school districts in their work of implementation of arts education for all students. All of the districts in Sacramento County have identified visual and performing arts opportunities as part of ensuring a broad course of study for all students. Through the support and leadership of the Sacramento County Office of Education over this nine-month period, the districts have begun, and continue to, outline the work that is needed to establish arts education in each district.

The SCOE Arts Education Grant brought together stakeholders in Arts Education to develop their knowledge and inform how their work assists school districts in implementing arts education. The stakeholders work together with job-alike colleagues through Community of Practice (COP) groups to identify best practices for their role, build knowledge of implementation strategies, and through collaboration, support one another in the implementation of arts education. The stakeholders are school District Arts leaders/coordinators who assisted with guiding the districts in the implementation of Arts Education, district lead teachers who built their knowledge of the arts education curriculum and standards, and arts organization leads who guided the arts education and outreach of the arts organization. Each community of practice had areas of focus, as well as outcomes, to achieve at the end of the grant.



# GOALS AND OUTCOMES

## District Arts Leads

### *Community of Practice Focus:*

- Development and implementation of district strategic arts plans
- Provide district/school coaching and guidance around arts education implementation
- District training on California Arts Standards
- VAPA leadership in arts education implementation
- Implementation of VAPA course curriculum



## Outcomes

- Development and implementation of district strategic arts plans
- Planning and implementation of district professional development (i.e., Arts Education, VAPA Standards, and Arts Integration)
- District coaching and leadership in arts education implementation

## District Lead Teachers

### *Community of Practice Focus:*

- Professional development in arts integration
- California Arts Standards implementation
- Provide support in various levels of arts implementation
- Research best practices
- Coach/artist/teacher team
- Build number of authorized VAPA teachers



## Outcomes

- Build knowledge and understanding of arts integration/development for professional development
- Support district professional development for Arts Education, VAPA Standards, Arts Integration (Trainer of Trainers model)
- Increase the number of authorized VAPA teachers in the region
- Provide professional development for coaching between classroom teachers and artists

## Arts Organization Leads

### *Community of Practice Focus:*

- Build capacity to address all levels of Any Given Child (professional development, experiences, Artist in Residency)
- Artists, professional development
- Arts vision plans
- Delivery of arts programs in school districts



## Outcomes

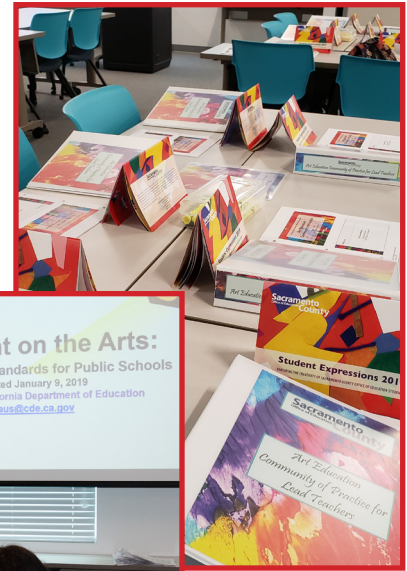
- Arts plan for building organizational capacity
- Building capacity to support the Any Given Child Program
- Professional development for artists working in schools
- Timeline scheduling for program delivery in school districts
- Provide professional development for coaching between classroom teachers and artists



# COMMUNITY OF PRACTICE

## Background

The **SCOE Arts Education Community of Practice (COP)** meetings were designed to support the work of each of the stakeholders—District Arts Leads, District Lead Teachers, and Arts Organization Leads—in meeting the outcomes outlined in the grant. The outcomes were specific to each of the COP groups. For example, the Community of Practice for District Arts Leads provided support in what are the components of a district art education plan, provided district art plan models, and built understanding of what local art organizations would provide to support the art education in their district. The District Lead Teachers were provided professional development in art education curriculum, California Arts Standards, and the Arts Organization Leads were provided knowledge around building connection to school districts, and alignment of their art programs to the California Arts Standards.



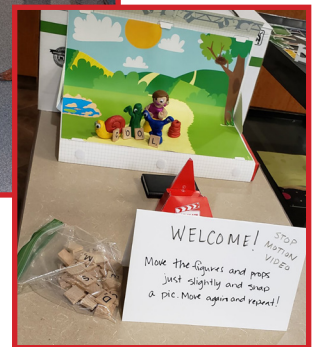
## Arts Education Community of Practice Meeting Calendar

Month	District Art Leads	District Lead Teachers	Arts Organization Leaders
January	January 25, 2019 1:00 p.m. – 5:00 p.m.	No Meeting	January 30, 2019 1:00 p.m. – 5:00 p.m.
February	February 12, 2019 9:00 a.m. – 3:00 p.m.	February 12, 2019 9:00 a.m. – 3:00 p.m.	February 12, 2019 9:00 a.m. – 3:00 p.m.
March	March 22, 2019 1:00 p.m. – 5:00 p.m.	March 15, 2019 9:00 a.m. – 3:00 p.m.	March 27, 2019 1:00 p.m. – 5:00 p.m.
April	April 24, 2019 1:00 p.m. – 5:00 p.m.	April 11, 2019 9:00 a.m. – 3:00 p.m.	April 24, 2019 1:00 p.m. – 5:00 p.m.
May	May 30, 2019 1:00 p.m. – 5:00 p.m.	May 17, 2019 9:00 a.m. – 3:00 p.m.	May 30, 2019 1:00 p.m. – 5:00 p.m.
June	June 17–18, 2019 Kennedy Center Conference	June 17–18, 2019 Kennedy Center Conference	June 17–18, 2019 Kennedy Center Conference
July	July 26, 2019 1:00 p.m. – 5:00 p.m.	No Meeting	July 31, 2019 1:00 p.m. – 5:00 p.m.
August	August 28, 2019 1:00 p.m. – 5:00 p.m.	August 30, 2019 9:00 a.m. – 3:00 p.m.	August 28, 2019 1:00 p.m. – 5:00 p.m.
October	October 10, 2019 9:00 a.m. – 2:00 p.m. SCOE Conference Center	October 10, 2019 9:00 a.m. – 2:00 p.m. SCOE Conference Center	October 10, 2019 9:00 a.m. – 2:00 p.m. SCOE Conference Center

## Accomplishments

The major accomplishments of the SCOE Arts Education Community of Practice (COP) include the following:

- **Building the relationships between the school districts and the Sacramento regional arts organizations in support of the joint work needed to provide arts education to students in Sacramento County.** This work included sharing the arts education goals of districts and arts organizations, developing contact and communication processes between the districts and arts organizations, and building connection of joint delivery of arts education curriculum and California Arts Standards.
- **Identifying elements to include in district arts plans.** These elements included district vision and goals, description of the district elementary and secondary arts education, district arts education professional development, and areas of district funding resources and partnerships supporting arts education. Districts were able to begin and further their work on the development of District Arts Plans that guide arts education in their schools.
- **Providing professional development in the area of arts curriculum and California Arts Standards.** This was accomplished through presentations, demonstrations, teaching artists, and arts education partners and learning modules. Some examples included all of the (COP) participants' attendance at the west coast Kennedy Center Arts Integration Conference, District Lead teachers serving as staff presenters on the COP-created California Arts Standards module, and 47 credentialed teachers receiving their VAPA added Authorization.
- **Supporting arts organizations in building the capacity of their arts education programs.** Support was provided in a variety of areas such as development of new curriculum, building presentations and assemblies, development of their artists, and the alignment of programs to district arts education goals and California Arts Standards.





## **PART TWO**

### **School Districts Developing and Implementing Arts Education**

---

- **Arcohe Union School District**
  - **Center Joint Unified School District**
  - **Elk Grove Unified School District**
  - **Elverta Joint Elementary School District**
  - **Folsom Cordova Unified School District**
  - **Galt Joint Union Elementary School District**
  - **Galt Joint Union High School District**
  - **Natomas Unified School District**
  - **River Delta Unified School District**
  - **Robla School District**
  - **Sacramento City Unified School District**
  - **Sacramento County Office of Education (SCOE)**
  - **San Juan Unified School District**
  - **Twin Rivers Unified School District**
-

# School Districts

## ARCOHE UNION SCHOOL DISTRICT

**District Superintendent:** Troy Miller

**Email:** miller@arcohe.net      **Phone Number:** (209) 748-2313

**District Arts Lead:** Wendy Walker

**Email:** walker@arcohe.net      **Phone Number:** (209) 748-2313



### District Vision and Goals for Arts Education

Arcohe School will build creative and confident learners, through engaging collaborative projects that integrate the arts into Science and Social Studies. Our students will experience the arts through a variety of mediums, techniques and technology that allows them to connect and develop more ways to express their knowledge, emotions and understanding.

### Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

- Arcohe is in its very early stages of Arts Education.
- Through the funding of SCOE Arts Education Community of Practice, we were able to develop an art supply room that includes a portable art cart with binders of art lessons and integrated lessons in social studies and science to be checked out by the tk-5 teaching staff.
- Arts education classes and programs are still being researched.
- Funding for these programs for the next three years has been budgeted.

### Describe the Overall Arts Education Professional Development

A professional development workshop in arts integration is in development for the 2020-2021 school year.

### District Funding Resources to Support Arts Education (*i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations*)

- LCAP
- Herald Community Club
- Arcohe Parent Teacher Club

### Partnerships Supporting District Arts Education

- Still in development

### Areas of Support Needed for Implementation of Arts Education

- Professional development for teachers
- Continued funding to support growth in the arts
- Staffing to implement program

### Status of District Arts Education Plan

Arcohe is in the very beginning stages of arts education implementation.

## 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Art supplies	\$1,052.20
Portable art carts (3)	\$2,875.80
Lesson Plans Art/Drama	\$405.00
Locked Supply Cabinets (2)	\$527.00
B Street Theater - Assembly	\$1,000.00
Sacramento Taiko Dan - Assembly	\$900.00
Artist-in-Residence (in development)	\$1,000.00
Teacher Professional Development	\$2,000.00
Stipend costs	\$1,000.00
Teacher sub cost/release time (2 teachers): 18 days during SCOE meetings)	\$2,520.00
Teacher sub cost/release time (2 teachers): Art room set-up lesson update 1x per month over: 2019–2020 school year	\$2,240.00
2020–2021 school year	\$2,240.00
2021–2022 school year	\$2,240.00
Money allocated to assemblies and art supplies for the 2020–2021 school year	\$2,500.00
Money allocated to assemblies and art supplies for the 2021–2022 school year	\$2,500.00
<b>Total Allocations</b>	<b>\$25,000.00</b>

### Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
TK–5 Professional Development	TBD
6–8 Professional Development	TBD

### Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check <input checked="" type="checkbox"/> if applicable)	Date(s)
Crocker Art Museum	2,000.00		10/14–10/18

# CENTER JOINT UNIFIED SCHOOL DISTRICT



**District Superintendent:** Scott Loehr

**Email:** sloehr@centerusd.org

**Phone Number:** (916) 338-6409

**District Arts Lead:** Shirley McNichols

**Email:** smcnichols@centerusd.org

**Phone Number:** (916) 338-6438

## **District Vision and Goals for Arts Education**

To be developed during the 2019–2020 school year

### **Description of Elementary Education Arts Education** (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Each site has been allocated a portion of funds to bring arts programs to the campus. We anticipate partnering with Any Given Child at some of the sites. Additionally, all four elementary campuses are participating in the Link Up music program with the Sacramento Philharmonic Opera and Carnegie Hall. Other than this, each site is currently utilizing the skills and talents of their particular teaching staff to enhance arts education for their students. Two of the four elementary schools have Arts Teacher Leads on their Staff. The middle and high school have Arts Teacher Leads on their staff.

### **Description of Secondary Education Arts Education** (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

The middle and high schools offer a variety of arts courses in each of the arts disciplines including visual arts, theater, dance, music and media arts. Center High School houses a Media & Communications Academy.

## **Describe the Overall Arts Education Professional Development**

The lead teachers and district lead have participated in the Community of Practice through the Sacramento County Office of Education. Additionally, four members of the team attended the Kennedy Center summer professional development, and three members attended the Monterey Conference in July of 2019. We plan to attend more PD as opportunities come up and will begin meeting monthly in November to develop the district strategic plan for the arts, and also to develop PD for the elementary sites on integrating the arts into math, science and language arts curriculum.

### **District Funding Resources to Support Arts Education** (*i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations*)

- LCAP
- Title I, IV Funds
- Grants
- Donations

## Partnerships Supporting District Arts Education

We will be working on developing these beginning this school year. We do plan to work with Any Given Child, and have just allocated funds to each site for arts education specifically. We also have several 3–5 grade classes participating in the Link Up program in association with the Sacramento Philharmonic Opera.

## Areas of Support Needed for Implementation of Arts Education

We need support in virtually every area! One of our first goals is to bring music back to our elementary campuses. We are very excited this year to have so many of our 3–5 grade classes participating in the Link Up program. For next year the plan is to bring music instruction to two of our four elementary programs and we hope to have music in all four elementary schools within the following five years. We need support in acquiring an inventory of musical instruments and sheet music, PD in integrating arts standards into academic curriculum, adding more hardware and software to enhance our media and visual arts programs, and expanding theater into the elementary grades.

## Status of District Arts Education Plan

We are in the infancy stage. We are planning to use what we have learned through the SCOE Arts Education COP for the arts as a springboard in developing our district arts plan which we expect to complete by spring 2020.

Starting on November 1, 2019, our teacher and district leads will begin meeting at least monthly and more often if we find that is needed, to develop our arts plan. Through discussion we know that music education in elementary schools and PD on lesson planning for integrating the arts into the curriculum will be two of our earliest goals.

## 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Release time and PD for teacher and district leads to develop district arts plan and deliver PD to teachers on arts integration	\$9,000.00
Community Arts programs at each elementary school and the middle school (some through Any Given Child)	\$16,000.00
<b>Total Allocations</b>	<b>\$25,000.00</b>

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Integrating arts standards into the curriculum - Primarily elementary teachers, though there will be some PD for middle school as well	TBD
Other opportunities as they arise	TBD

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check <input checked="" type="checkbox"/> if applicable)	Date(s)
Link Up! - Release time for teachers, recorders, transportation	2,500.00 (estimate)		TBD
TBD	12,000.00–16,000.00 (District Funded)  The middle and high schools are requesting to use a portion of their allocated funds for computer software and musical instruments	Some	TBD



# ELK GROVE UNIFIED SCHOOL DISTRICT

**District Superintendent:** Dr. Christopher Hoffman

**Email:** choffman@egusd.net

**Phone Number:** (916) 686-7700

**District Arts Lead:** Sofia Fojas

**Email:** sfojas@egusd.net

**Phone Number:** (916) 686-7757



## District Vision and Goals for Arts Education

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to students' personal, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.

### Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Visual and Performing Arts experiences are available for elementary students through individual teachers, extracurricular activities, and Art Docent programming. Eighteen to twenty elementary school teachers attend Any Given Child (AGC) Arts Integration Professional Development (PD).

### Description of Secondary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Visual and Performing Arts courses are offered at all secondary schools (MS and HS). A few middle school teachers have attended AGC Arts Integration PD.

## Describe the Overall Arts Education Professional Development

We built PK–8 teacher capacity for implementing Arts Integration pedagogy.

Arts Integration Pedagogy Professional Learning:

- 2019 SCOE Community of Practice (COP) PD – 6 Lead Teachers (2019)
- Kennedy Center PD Institute – 6 Lead Teachers (June 2019)

We will enhance 7–12 teacher knowledge and understanding of the 2019 California Arts Education Standards through The California Arts Project professional learning:

- Two-day TCAP 2019 California Arts Standards PD event: 15–20 teachers March and May 2019. These teachers will prepare and deliver PL to district teachers around the 2019 Arts Standards.

## **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

LCAP Year 2 2018–19: Goal 1: All students will have access to standards aligned curriculum and receive high-quality classroom instruction to promote college, career, and life career readiness and eliminate the achievement gap. Needs analysis did not include VAPA, and VAPA is not included in the Actions with funding.

- Board of Education: One-time funding to MS, HS, and Alternative HS
- Board of Education Directive: Hire FTE VAPA Director
- LCAP and Title I funds support arts education in the district.

## **Partnerships Supporting District Arts Education**

Partnerships include those with the Kennedy Center, Julian Dixon and the Sacramento Philharmonic Link-Up program and the partnerships with the arts partner organization of Any Given Child and the Sacramento County Office of Education and the Sacramento Metropolitan Arts Commission.

## **Areas of Support Needed for Implementation of Arts Education**

The former CPL Director led a team of stakeholders made up of district staff, community partners and families to create an Arts Education Master Plan for the district. It was never Board-approved with the unfilled VAPA director position. As the new director, one of my tasks this year is to reconvene and reconstitute that stakeholder committee to revise the plan and bring it to the Board of Education for approval. We would use the additional funds to hold a series of meetings to draft a plan to go before the Board.

## **Status of District Arts Education Plan**

The art plan as written was fully and successfully executed.

Moving forward, there is a draft proposal that needs to be revised with an expanded set of stakeholders and then sent to the BOE for approval. Currently, a new director, Sofia Fojas, was hired and will be supported by Jodi Revis in completing this project.

## **2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)**

<b>Description of Activity</b>	<b>Allocation</b>
A series of workshops for 18 teachers given by Studio Pathways, former teacher trainers of the Alameda County Office of Education's Integrated Learning Specialist Program, supporting their learning around integrating the arts through a culturally responsive curriculum. They will attend four sessions in 2020 (one per month) to work on integrated arts units to implement in their classrooms. Half-day release will cover substitute coverage of their classes.	\$25,000.00

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Elementary and Secondary Steering Committee leads trained in the new Arts Standards will develop workshops around arts integration as well as in the new standards. Workshops are being developed to integrate the module into sessions designed around the implementation of those standards through the development of lessons and units.	October 2019–May 2020

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check <input checked="" type="checkbox"/> if applicable)	Date(s)
Crocker Art Museum	\$2,500	<input checked="" type="checkbox"/>	TBD

# ELVERTA JOINT ELEMENTARY SCHOOL DISTRICT

**District Superintendent:** Michael Borgaard, Ed.D.

**Email:** mborgaard@ejesd.net

**Phone Number:** (916) 991-2244

**District Arts Lead:** Elizabeth Wyllie

**Email:** ewyllie@ejesd.net

**Phone Number:** (916) 991-2244



## District Vision and Goals for Arts Education

It is the goal of the Elverta Joint Elementary School District to offer a variety of enrichment and learning opportunities in the visual and performing arts that include music, theatre, photography, and media art. The district is committed to developing opportunities that are developmentally appropriate for all grades.

It is the belief of the district that these opportunities should be provided intentionally, and that this should be an ongoing process. In addition to being intentional and ongoing, Arts Education should occur from a variety of sources.

This will occur through the following strategies:

- Cultivate a learning culture that develops critical thinking, originality, creative problem-solving and risk-taking.
- Develop arts policies to support equity, access, and high-quality arts programs.
- Secure high-quality classroom arts programs in TK–Grade 8.
- Achieve 21st century skill growth and high impact arts integration.
- Provide extended learning opportunities with arts profession.
- Celebrate inspiration with increased community partnerships that share and spotlight artistry.
- Integrate high-caliber community artists into the classroom.
- Foster an arts culture between community, schools, and organizations.
- Nurture an environment for student excellence.
- Provide after-school opportunities for students to reach high artistic potential.
- Establish partnerships with local colleges and universities and increase student mentoring opportunities.
- Ensure staffing allocations for arts instruction and events.
- Allocate equitable and consistent core funding to ensure equity and access of arts for all students.
- Develop fundraising and grant-writing strategies to support arts initiatives.
- Analyze evaluation and assessment to support future funding decisions.

## Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

The Elverta Joint Elementary School District is a small district, with a current enrollment of 314 students. The district has not developed an Arts Education program. It is the belief that the Arts Education Grant will provide a needed entry point into Arts Education.

### **Description of Secondary Education Arts Education (i.e., Arts Education Classes, Programs, Any Given Child, etc.)**

The Elverta Joint Elementary School District is a TK–8 district. The district provides VAPA courses at Alpha Charter High School, and would hope to articulate elementary and secondary Arts Education initiatives.

### **Describe the Overall Arts Education Professional Development**

None has yet been developed. Progress in Professional Development will be articulated in the course of the overall development of the Arts Education program in the district. We will use the District Vision goals of Section 1 of this document as a guideline for planning, prioritizing, and implementing professional development.

### **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

Presently Arts Education is funded through grants and donations. It is anticipated that an emphasis on Arts Education will become part of the upcoming 2020–2021 LCAP.

### **Partnerships Supporting District Arts Education**

The Elverta Joint Elementary School District eagerly supports the Sacramento County Office of Education Arts Education Community of Practice. The Elverta Elementary School PTA has also expressed a desire to support the arts in our district.

### **Areas of Support Needed for Implementation of Arts Education**

The District Arts Education Plan is in the beginning stages of development. Areas of support will be determined by the ongoing planning, prioritizing, and implementation process.

### **Status of District Arts Education Plan**

The District Arts Education Plan is in the beginning stages of development.

## **2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)**

<b>Description of Activity</b>	<b>Allocation</b>
Art docent classroom-based program	In development
After school drama club	In development
After school photography program	In development
Summer arts day camp/retreat	In development
Parent/community art gallery event	In development

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
TBD	TBD

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check ✓ if applicable)	Date(s)
TBD	TBD		TBD

# FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT



**District Superintendent:** Sarah Koligian

**Email:** skoligian@fcusd.org

**Phone Number:** (916) 294-9000, Ext. 104500

**District Arts Lead:** Mindy Andrus

**Email:** mandrus@fcusd.org

**Phone Number:** (916) 294-2314

## District Vision and Goals for Arts Education

FCUSD Visual and Performing Arts Vision Statement: Our district is committed to providing a rigorous and supportive Arts experience through standards-based, high quality Arts education.

FCUSD Visual and Performing Arts Goals: We work in partnership with our students, parents, and community to encourage participation in the Visual and Performing Arts.

We use formative and summative assessments that foster growth and a life-long appreciation for the Arts.

- We inspire students to engage in learning at their highest levels. (SMART goals)
- We engage in professional development opportunities in order to continually improve teaching methods based on the most recent Arts education research.
- We foster connectedness by building trust, confidence, a climate of open communication, and opportunities for cultural and community engagement.
- We accommodate different learning modalities with a variety of teaching techniques and strategies.
- We educate the whole child by providing Arts Integrated learning, personal support, and emotional safety.
- We deliver an innovative and standards-based curriculum, guided by scope and sequence for each subject matter.
- We provide opportunities for enrichment, intervention, and remediation as necessary.
- We will provide a leadership structure for all Visual and Performing Arts teachers and programs, including Arts Integration at the Elementary level.

## Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

### Innovative and Equitable Curriculum and Instruction:

- Secure high-quality classroom arts programs beginning at the earliest levels.
  - TK–3rd Grade General Music, Expand Meet the Masters program, Adaptive Music, 4th/5th grade Music Program
- **Provide innovative offerings that demonstrate best practices.**
  - Introductory courses offered at all middle schools including Visual Art, Theater, Music, Media Arts, and Dance

*Folsom Cordova Unified School District, continued*

- Implement the new VAPA standards and Framework adopted by California (2019).
  - Provide Professional Development opportunities for all VAPA teachers to unpack the new standards.
- Update course outlines to reflect newly adopted VAPA Standards (CAC).
  - Create a committee & provide release time to update and revise course outlines.
- Incorporate Media Arts.
  - Align to new Standards and Framework.
- Evolve from STEM to STEAM on a district level.
  - Incorporation of the Arts into existing programs.

**Description of Secondary Education Arts Education** (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Innovative and Equitable Curriculum and Instruction:

- Provide intentional middle and high school offerings that sequentially link to elementary offerings.
  - Prerequisite policy, pathways, etc.
- Provide innovative offerings that demonstrate best practices.
  - Introductory courses offered at all middle schools including Visual Art, Theater, Music, Media Arts, and Dance
- Implement the new VAPA standards and Framework adopted by California (2019).
  - Provide Professional Development opportunities for all VAPA teachers to unpack the new standards.
- Update course outlines to reflect newly adopted VAPA Standards (CAC).
  - Create a committee and provide release time to update and revise course outlines.
- Incorporate Media Arts.
  - Align to new Standards and Framework.
- Evolve from STEM to STEAM on a district level.
  - Incorporation of the Arts into existing programs.

**Describe the Overall Arts Education Professional Development**

Innovative and Equitable Curriculum and Instruction:

- Cultivate a high level of artistry among teachers through consistent Professional Development opportunities.
  - Conference Opportunities, VAPA Workshops, SCOE sponsored events, State and National Art Education Associations, Professional Publications, Webinars, etc.
- Achieve 21st Century skill growth and high impact arts integration.
  - Incorporation of Technology, Portfolio Development, etc.



*Folsom Cordova Unified School District, continued*

- Build VAPA teaching capacity in classroom teachers at the elementary level through Arts Integration training.
  - Kennedy Center model

**District Funding Resources to Support Arts Education** (*i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations*)

Committed Budget Funding:

- SCOE Grant Funding – Community of Practice Grant.
  - Professional development for teachers.
- Conference Opportunities, VAPA Workshops, SCOE sponsored events, State and National Art Education Associations, Professional Publications, Webinars, etc.
- Student art experiences.
  - Connections to organizations such as Harris Center for the Arts, MACC, Crocker Art Museum, The Sophia/B Street Theater, Sacramento Ballet, Mondavi Center, etc.
- District Art Lead and Lead Teachers.
  - A District VAPA Lead Teacher or Coordinator to collaborate with the ELeментарy Prep Coordinator and provide K-12 VAPA leadership.
  - Explore the grant opportunity with SMAC and SCOE to provide seed funding to establish a District VAPA Lead.
- Connection to LCAP Goals.
  - FCUSD LCAP Goals 1, 2, 3, and 4.
- Sustainable funding, one time grant opportunities, Partnership with SCOE, Title 1 & Title 4 Funding.

**FCUSD LCAP**

**Goal 1** - All students will receive instruction from a highly qualified teacher and have access to curriculum which promotes college and career readiness. (State Priority 1)

**Goal 2** - Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

**Goal 3** - Provide students with high-quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

**Goal 4** - Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

## **Partnerships Supporting District Arts Education**

### Community Collaboration Partnerships:

- Foster connections with the professional Arts community.
  - Field Trips, Artist in Residence, Clinicians, etc.
- Provide extended learning opportunities with Art professions and professional organizations.
  - Connections to organizations such as Harris Center for the Arts, MACC, Crocker Art Museum, The Sophia/B Street Theater, Sacramento Ballet, Mondavi Center, etc.
- Celebrate student creativity and accomplishments with the community.
  - Music Festivals, Community Art Shows, Theater Production, etc.
- CTE, College & Career Connections
  - Real world application, internships, job shadowing, Advanced Placement courses, IB Diploma Program, etc.

## **Areas of Support Needed for Implementation of Arts Education**

Each year, beginning in 2015, a survey has been provided to the Principals of our schools requesting information on the VAPA and Electives courses offered at each school. On the same survey, information has been requested about any VAPA-related clubs and programs that are offered to students. After evaluating the information obtained through the survey and receiving feedback from a variety of stakeholders including teachers, parents and students, we have analyzed the responses.

After much consideration, the following needs have been established with respect to the Visual and Performing Arts programs at the Folsom Cordova Unified School District:

1. A VAPA Plan is needed as a guide for the work to be done.
2. A VAPA Leader is needed to move the work forward, ensure the unpacking of the new VAPA standards, seek and obtain grants/funding to solidify sustainable funding sources.
3. Create and/or facilitate Professional Development opportunities for VAPA teachers and Arts Integration.
4. Create pathways for students in all 5 VAPA content areas.
5. Develop communication between teachers, parents, students and community members.
6. Further develop our VAPA website including the district, school and teacher pages including a calendar with all district VAPA events included.
7. Strengthen connections with the professional Arts community.

## **Status of District Arts Education Plan**

Development of a 5-year VAPA Plan is in progress.

## 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Develop 5-year VAPA Plan Release Time for Lead Teachers (FCUSD)	Meeting Dates: 6/03/19, 6/26/19, 9/10/19, 9/30/19 \$2,600.00 (Estimate)
Community of Practice Release Time for Lead Teachers (SCOE)	Meeting Dates: 2/12/19, 3/15/19, 4/11/19, 5/17/19, 8/30/19, 10/10/19 \$3,700.00 (Estimate)
Professional Development for Teachers	Meeting Dates: 12/10/19, 1/13/20, 3/11/20, 3/30/20 \$5,200.00 (Estimate)
Art Experiences for Students, Teacher Professional Conferences, Kennedy Center Presentation, etc.	\$13,500
<b>Total Allocations</b>	<b>\$25,000.00</b>

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Introduction to New VAPA Standards: Elementary Focus	December 10, 2019 3:30-5:30 p.m., ESC Room 304
Introduction to New VAPA Standards: Visual Art and Media Arts Focus	January 13, 2020 4:00-6:00 p.m., ESC Room 304
Introduction to New VAPA Standards: Music, Dance, and Theater Arts Focus	March 11, 2020 4:00-6:00 p.m., ESC Room 304
Elementary Arts Integration: Kennedy Center Model	March 30, 2020 3:30-5:30 p.m., ESC Room 304

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check ✓ if applicable)	Date(s)
Sacramento Ballet Cordova Gardens, 3rd Grade	Pending Invoice	✓ in progress	December 19, 2019
Sacramento Ballet Cordova Meadows, 3rd Grade	Pending Invoice	✓ in progress	December 19, 2019
Sacramento Ballet Blanche Sprentz, 3rd Grade	Pending Invoice	✓ in progress	December 19, 2019
Sacramento Ballet Folsom Middle School Theatre Club	Pending Invoice	✓ in progress	December 19, 2019
Sacramento Ballet W.E. Mitchell Art/Music Students, 6th Grade	Pending Invoice	✓ in progress	December 19, 2019

# GALT JOINT UNION ELEMENTARY SCHOOL DISTRICT

**District Superintendent:** Dr. Karen Schauer

**Email:** [superintendent@galt.k12.ca.us](mailto:superintendent@galt.k12.ca.us)

**Phone Number:** (209) 744-4545 ext. 308

**District Arts Lead:** Jennifer Collier

**Email:** [jcollier@galt.k12.ca.us](mailto:jcollier@galt.k12.ca.us)

**Phone Number:** (209) 744-4545 ext. 331



## District Vision and Goals for Arts Education

Our vision is to align arts with best practices in a wide variety of creative skill building opportunities throughout the school day and after school. Learners will develop communication and critical thinking skills alongside science, social studies, language arts and mathematics. As instruction includes many forms of art expression, learners will successfully collaborate and share ideas, theories, and solutions. Arts integration will promote a desire to make a positive impact on the community.

## Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

- In the Galt Joint Union Elementary School District (GJUESD) the first through fourth grades have a music program. The fourth and fifth grades have band and choir. The fourth through eighth grades have choir. In addition, the middle school offers band and piano lab in seventh and eighth grades.
- The GJUESD has a partnership with Sacramento Metropolitan Arts Consortium, Any Given Child. Lake Canyon Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary, and Fairsite Preschool have Artist Residencies working with learners and teachers to create and implement art-learning experiences.
- At McCaffrey Middle School, the MMS Players Present a musical each spring, with casts of 75+ middle school learners. Every school in GJUESD attends the play, an opportunity to see siblings, family members, neighbors, and community members perform. The audience has an up-close view of the cast and costumes when the cast lines up to greet the audience as they leave the play.
- The learners at McCaffrey participate in Color Guard where choreographed routines include precision, teamwork, and collaboration.
- McCaffrey Middle School and River Oaks Elementary Schools have a SEVA Video Tech Studio Lab. Learners produce and participate in a daily live cast, which is broadcast to the entire student body. River Oaks Elementary has a video tech club where learners produce and participate in visual media.
- In the Bright Future Learning Center (BFLC) After School Clubs, learners are creating in the Arts and Crafts Club, Anti-bullying Club, LEGO Club, Art History Club, Perler Bead Club, Find Your Future Club with Google CS First, Video Tech Club, Ballet Club, and others.
- Valley Oaks Elementary School hosts Art Night to showcase cultural art projects created in their classes and presented by grade level. Parents come out to view the art and participate in art activities.

## Description of Secondary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Galt Joint Union is an elementary district only.

## **Describe the Overall Arts Education Professional Development**

The GJUESD has a partnership with Sacramento Metropolitan Arts Consortium, Any Given Child. Lake Canyon Elementary, Valley Oaks Elementary, Vernon E. Greer Elementary and Fairsite Preschool have Artist Residencies working with learners and teachers to create and implement art-learning experiences. The teachers are having professional development in their classrooms as the Artist Residencies are leading the learners in Art lessons. The teachers are being modeled best practices to replicate the Art lesson.

Beginning Arts Lead Teachers received valuable professional development in the Arts Education Integration CoP. We plan to take this experience to each grade level to provide coaching and teaching art opportunities.

Arts Lead Teachers and District Lead attended the Pacific Arts Integration Conference 2019.

## **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

- Grants
- Title IV
- Supplemental Concentration
- Unrestricted General Funds

## **Partnerships Supporting District Arts Education**

- Sacramento Metropolitan Arts Consortium, Any Given Child
- Sacramento County Office of Education, SCOE
- Sacramento Educational Cable Consortium, SECC
- California Department of Education, Expanded Learning
- B Street Theatre
- Sacramento Public Library
- Central Valley Foundation
- UC Davis Snap the Gap

## **Areas of Support Needed for Implementation of Arts Education**

There are several needs and challenges we face in bringing Arts Education Integration to every learner in GJUESD.

The most pressing needs include funding for field trip transportation, continuing to provide professional development, providing a variety of materials, logistics and coordination of culturally relevant art experiences, and bringing more expanded learning activities to engage with families and learners for any time art-learning experiences.

### Status of District Arts Education Plan

In the GJUESD, we are in the process of creating our very first Arts Education Integration Plan. We are building a plan that aligns with the California Arts Standards and connects with our community of learners and families. The plan will include district arts vision, goals, activities, and processes to measure our progress.

The opportunity to participate in the Arts Education Integration CoP has provided a wonderful opportunity to build relationships, gain a better understanding of the California Arts Standards, network/collaborate with the Arts Organizations, support the Arts Teacher leads, and grow to appreciate and value the deep potential Arts Education has for our learners.

### 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Arts Teacher Leads	Stipends/Release Time/Mileage
District Arts Lead	Mileage

### Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
GJUESD Board of Trustees	November 2019
Administration	November 2019
Teachers	February 2020
Families and Learners	March 2020

### Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check ✓ if applicable)	Date(s)
Any Given Child	\$1,250	✓	Fall and Spring 2019–2020
B Street Theatre	\$1,250	✓	Spring 2020

# GALT JOINT UNION HIGH SCHOOL DISTRICT



**District Superintendent:** William Spalding

**Email:** [wspalding@ghsd.k12.ca.us](mailto:wspalding@ghsd.k12.ca.us)

**Phone Number:** (209) 745-3061 x 1002

**District Arts Lead:** Sara Welge

**Email:** [swelge@ghsd.k12.ca.us](mailto:swelge@ghsd.k12.ca.us)

**Phone Number:** (209) 745-3061 x 6040

**District Arts Lead:** Sy Miyasato

**Email:** [smiyasato@ghsd.k12.ca.us](mailto:smiyasato@ghsd.k12.ca.us)

**Phone Number:** (209) 745-3061 x 2083

## District Vision and Goals for Arts Education

The goal of our efforts is to elevate awareness of the value of The Arts and Arts Education, both at our school sites and in the community of Galt.

- Inter-curricular training with other single subject teachers in our district will encourage teachers to use arts standards and projects as learning tools in their own subjects, illustrating art as a critical tool for learning.
- “In-person” art experiences will provide diverse and global perspectives to students, exposing students to a wide variety of healthy forms of self-expression, while creating prior knowledge for improved future learning outcomes.

Our vision is to maintain a quality and effective program that is highly visible in the community of Galt. A community arts day event will provide exposure to arts programs provided by the school, creating excitement, increasing future enrollment in art programs.

- Involving outside arts organizations will give a high-level experience to students, scaffolding them into future professional development.
- These relationships will lend relevance and credibility to arts programs.

## Description of Secondary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

- **Courses** – Art I, Art II, Advanced Art, AP Studio Art: 2-D Drawing, Ceramics I, Ceramics II, Sculpture I, Sculpture II, AP Studio Art: 3-D Design, Digital Photography I, Digital Photography II, Yearbook, Chorus, Band: Percussion Ensemble, Band: Woodwind/Brass Ensemble, Guitar, Theatre I, Theatre II, Theatre III, Theatre Production, Theatre Directing
- **Pathways** – VAPA Pathways (Galt High only)
- **Clubs** – Art Club
- **Performance and Competition** – Thespian Society, Galt Liberty Unified Ensemble



## **Describe the Overall Arts Education Professional Development**

The art teachers in our district will be attending conferences throughout the year based on their areas of expertise. All art teachers will be invited to attend the California Art Education Association conference in November. Conferences include:

- California Art Education Association (CAEA)
  - Members \$350 per person
  - Non-member \$475 per person
- Educational Theatre Association (ETA)
- \$749 per person
- California Conference for the Advancement of Ceramic Arts (CCACA)
  - \$202 per person
- California All-State Music Education Conference (CASMC)
  - Member \$195 per person
  - Non-member \$340 per person

## **District Funding Resources to Support Arts Education** *(i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)*

- District's LCAP (2017–2020 Plan) - \$25,000 toward Art & Music Supplies
- District's VAPA Budget
- SCOE Arts Education Grant (2019–2020) - \$25,000
- Title I (Galt High only)

## **Partnerships Supporting District Arts Education**

- Sacramento County Office of Education
- Theatre Boosters
- Band Boosters
- Liberty Ranch High School and Galt High School Art Club
- Community Donations

## **Areas of Support Needed for Implementation of Arts Education**

- Hire, or provide a stipend for a VAPA District personnel to work on grants and other sustaining funding for programs as well as coordination of desired programs (Teacher on Special Assignment)
- Replacement and/or refurbishment of existing non-consumable resources such as theatre sound equipment and musical instruments.
- Current bus funding is inadequate for equitable allotment to all art programs.

### Status of District Arts Education Plan

- Through a collaborative effort by VAPA staff, a timeline has been established for the remainder of the fiscal year.
- Professional development conference attendance has begun with more scheduled throughout the year.
- Research is complete for community arts organizations. Scheduling is next with programming to commence in December.
- The community arts day event is in the planning stages with current focus on programming, entertainment and partnerships.

### 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Cost of substitutes to attend monthly SCOE Arts Grant COP meetings	\$6,200
Community Arts Day planning and implementation	\$4,000
Professional Development including cost for substitutes	\$9,000
Art materials used for arts integration workshops	\$3,600
Arts organization services (exceeding the \$2,500)	\$1,000
Non-consumable materials	\$1,200
<b>Total Allocations</b>	<b>\$25,000.00</b>

### Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
All VAPA teachers	March 4, 2020 – 2:00 p.m.
Interested staff	March 4, 2020 – 2:00 p.m.

### Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check ✓ if applicable)	Date(s)
Sacramento Taiko Dan	\$600		Spring 2020
Crocker Art Museum	\$1,000		Spring 2020
Images Theatre Company	\$400		Spring 2020
Sol Collective	\$1,000		TBD
Metro Arts	\$500		TBD

# NATOMAS UNIFIED SCHOOL DISTRICT



**District Superintendent:** Chris Evans

**Email:** [cevans@natomasunified.org](mailto:cevans@natomasunified.org)

**Phone Number:** (916) 567-5401

**District Arts Lead:** Elaine Wallace

**Email:** [ewallace@natomasunified.org](mailto:ewallace@natomasunified.org)

**Phone Number:** (916) 719-7991

## District Vision and Goals for Arts Education

District Art Education Vision: All students will experience the arts in order to support student engagement, social emotional learning, the development of creativity, and preparation for the option of college and careers emphasizing the arts.

### Goals:

- Provide districtwide experiences in arts education for all students
- Provide professional learning opportunities for teachers on how to align and integrate arts education within all content areas, as well as enhance social emotional learning
- Create a cohesive scope and sequence for arts integration lessons that spans TK–12, supported by art leads at each site
- Create arts education networks among teachers to promote collaboration
- Raise awareness of the creative economy’s impact for our community and for our students
- We will provide a leadership structure for all Visual and Performing Arts teachers and programs, including Arts Integration at the Elementary level.

## **Description of Elementary Education Arts Education** (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Past/Current: Various sites and teachers have participated in a variety of arts programs such as B Street Theater assemblies or visits, Crocker Art Museum To-Go, Sacramento Children’s Chorus, Art Docent programs, local high school plays, after-school arts programs, parent art nights, and the Sacramento Philharmonic/Link Up program.

2019–2020: For the 2019–2020 school-year, we would like to “pilot” some of the art organizations through Any Given Child, to see which we might want to utilize in our future district-wide arts education plan. One potential long-term goal is to provide arts equity for all, rather than arts integration experiences happening in small pockets around the district. The outcome of piloting various art organization programs will be to gather feedback on how the programs enhance learning for students.

Long-Term Possibilities: NUSD is considering a plan that offers district-wide arts integration experiences for all students. Examining at the alignment of content standards, the new California Arts Standards, and site goals, will help guide decisions to determine what experiences need to happen at each grade level.

### **Description of Secondary Education Arts Education (i.e., Arts Education Classes, Programs, Any Given Child, etc.)**

- Beginning and Advanced Ceramics
- Art 1 & 2
- Digital Photography 1 & 2
- Graphic Art and Design
- Digital Music
- Music Wheel
- Musical Theater
- Music Exploration
- Digital Media
- Elements of Art
- Principles of Art
- Cultural Arts
- Musical Theater
- Music Exploration
- Guitar
- Symphonic Band
- Marching Band
- Drama
- AP Studio Art
- AP Digital Photography
- IB Performing Arts

Past/Current: Within our secondary schools, we offer a variety of VAPA classes such as:

Teachers and students have participated in art programs including Says Slam at UC Davis, Creativity Summit with B Street Theater, MOMA interactive contemporary art experience to visit the Andy Warhol temporary exhibit and experience scale of art, di Rosa museum in Napa to visit indoor/outdoor contemporary sculpture garden in rural context.

2019–2020: We will look into the Art Organizations to see which might be able to enhance student learning for the VAPA courses mentioned above.

### **Describe the Overall Arts Education Professional Development**

Past/Current: Some teachers in NUSD have obtained a Masters in Art Education, or are working on a VAPA credential authorization through SCOE. In addition, some work as professional artists in their fields. The Arts Education Team has participated in SCOE’s Community of Practice Meetings to develop an understanding of the new California Arts Standards and arts integration. Some team members have attended conferences, such as the CCSESA creativity conference.

2019–2020: NUSD is planning on offering during-school and after-school professional development for teachers (see professional development chart below) facilitated by our Arts Education Team. The team will present the modules that were shared during the SCOE Community of Practice Meetings in order to bring awareness to arts integration, and gather input from stakeholders to help develop our Art Education plan.

Long-term Possibilities: After analyzing art education professional development opportunities given during the 2019–2020 school year, we will determine what adjustments need to be made in order to provide even more effective PD for long-term implementation. Art leads at each site will also be considered to support implementation of art education.

## District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)

District: Currently, we do not have district funds allocated for art education. We will explore the funding possibilities of Title IV Part A.

School Site: Many school sites use site funds or funds raised by the PTA to support art experiences.

## Partnerships Supporting District Arts Education

A variety of partnerships with art organizations are being considered to help the implementation of arts education in NUSD.

## Areas of Support Needed for Implementation of Arts Education

Funding for professional learning, experiences (including transportation for off-site experiences), and materials will be needed to support arts education. Aligned and integrated arts experiences will be critical in order to support current district and site goals.

## Status of District Arts Education Plan

The Arts Education plan in NUSD is under development. The goal will be to present a plan to our Office of the Chief Academic Officer (CAO) for input and feedback, and then to our school board for approval, as appropriate.

## 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
SCOE Community of Practice Arts Meetings and NUSD Arts Education Team Meetings – March–September 2019	~ \$2,000.00
CCSESA Creativity Conference – July 2019	~ \$1,000.00
Arts Education Professional Development Prep for Arts Education Team – Fall 2019	~ \$1,040.00
Two-hour After-School Arts Education Professional Development for up to 50 Elementary Teachers	~ \$4,000.00
Arts Organizations – Possible experiences with 916 Ink, Images, Crocker Art Museum, Sol Collective	~ \$16,000.00
Planning time for Arts Education Team to develop future NUSD Arts Education Plan	~ \$960.00
<b>Total Allocations</b>	<b>\$25,000.00</b>

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Elementary Teachers (up to 50 total)	Two Sessions, 3:30–5:30 p.m. Date TBD
Secondary VAPA TEachers	October 7, 2019 12:30–3:00 p.m.
School Psychologists, SEL TOSA	TBD Considering PD to promote the alignment of SEL and Arts Education

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check ✓ if applicable)	Date(s)
916 Ink	\$2,500	✓	TBD

# RIVER DELTA UNIFIED SCHOOL DISTRICT

**District Superintendent:** Kathy Wright

**Email:** kwright@rdusd.org

**Phone Number:** (707) 374-1711

**District Arts Lead:** Christina Snyder

**Email:** csnyder@rdusd.org

**Phone Number:** (707) 374-5335 ext. 1408



## District Vision and Goals for Arts Education

At the River Delta Unified School District, we strive to provide a safe, supportive, **rigorous, student-centered education** in which all students are prepared to achieve their **maximum potential** and become **productive members** of society.

Our mission is to inspire our students' creative minds by providing access to high-quality visual and performing arts curriculum.

At D. H. White Elementary School, we strongly believe that access to visual and performing arts is an essential part of a well-rounded education. During year one of implementation, we would like to bring Arts Education to D. H. White Elementary School. In doing so, we believe we will encourage other school sites throughout the district to see the benefits of arts education and adopt this same guiding principle.

## Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Currently in River Delta Unified School District, arts integration varies from school site to school site and classroom to classroom. Most art experiences and integration are limited to what teachers want to do and/or are comfortable doing. Most art experiences are limited to school sites with after-school program funding. At D. H. White Elementary School, where after-school program funding is not available, teachers and parents have been working to bring more arts to our students. Most progress so far has been providing students with isolated art experiences (such as assemblies, visual art projects, holiday musical performances) versus integration.

D. H. White Elementary School is located about 40 miles south of Sacramento in a rural agricultural community. Most students have very limited access to art experiences outside of what the school is able to provide. In addition, school-related transportation to Sacramento is very costly and extensive. With the grant money and through a partnership with Any Given Child, we are able to bring art experiences to the students at D. H. White Elementary, including:

- 17 Theme-Based Teaching Artist residencies, including after-school programs for at-risk youth
- 8 Arts Assemblies in different art disciplines
- Community Art Night to spread bigger awareness in the community
- Participation in the *Link Up!* Sacramento Philharmonic for 4th and 5th grade students
- Art Ark experience for each K–5 class
- Art supplies for teacher classroom integration

### **Description of Secondary Education Arts Education (i.e., Arts Education Classes, Programs, Any Given Child, etc.)**

- Beginning and Advanced Visual Arts classes
- Beginning and Advanced Media Arts classes (graphic design)
- Theater
- Radio Rio

### **Describe the Overall Arts Education Professional Development**

Presentation of the Arts Standards Training Module will be delivered to inform teachers at D. H. White Elementary School about the new California Arts Standards. The intention of the meeting is to encourage teachers to explore how the arts can be used to enrich core content instruction.

In addition, every classroom at D. H. White will have a teaching artist residency. This will be an opportunity for teachers to learn from the teaching artists themselves and explore how they can integrate these art experiences into teaching the content areas in their own classrooms. We hope to collect their expert lessons so that we can continue their use in future years. We will also be sharing resources we obtained at the Kennedy Center over the summer with teachers.

4th and 5th grade teachers will receive ongoing Professional Development to support their participation in the *Link Up!* program with the Sacramento Philharmonic.

### **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

The use of Title I and Title IV will be explored as a possible source of funding to continue arts integration and experiences throughout the district in years to come. In addition, the district will be looking at how we can utilize Parent Teacher Clubs, the community, and local grants to support the expansion of arts education.

### **Partnerships Supporting District Arts Education**

- Any Given Child
- Parent Teacher Club
- Crocker Art Museum
- Sacramento Philharmonic *Link Up!*

### **Areas of Support Needed for Implementation of Arts Education**

Continued funding is needed to expand arts education in the district. This will be explored at future meetings with district stakeholders, such as the Superintendent and the School Board.



### Status of District Arts Education Plan

In year 1 of implementation we are working to bring Arts Education to D. H. White Elementary School. Our plan is intended to encourage other school sites throughout the district to see the benefits of arts education and desire it for all of the district sites. Our goal in year 1 was to utilize the grant money to bring as many art experiences to our students as we could.

In year 2 and beyond we hope to increase access to arts education at different school sites in the district. The grant money in year 1 of implementation has given us a very wonderful opportunity to build partnerships and contacts with art organizations that we wouldn't have otherwise.

### 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
18 Theme-based Teaching Artist Residencies (1 per class + 1 after school program for at-risk youth) – Any Given Child Partnership	\$8,100
8 Arts Assemblies in different art disciplines – Any Given Child Partnership	\$2,160
Community Art Night	\$940
<i>Link Up!</i> Sacramento Philharmonic Recorders for 4th and 5th grade students	\$700
Art supplies for teachers	\$1,000
Development of Art Plan Year 1 (teacher stipends, substitutes, mileage, etc.)	\$8,600
Incidentals for further implementation	\$3,500
<b>Total Allocations</b>	<b>25,000</b>

### Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
D. H. White K–5 Teachers	Staff Meeting October 2, 2019 2:00 p.m.

### Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check <input checked="" type="checkbox"/> if applicable)	Date(s)
Crocker Art Museum Art Ark	\$2,200		TBD

# ROBLA SCHOOL DISTRICT

**District Superintendent:** Ruben Reyes

**Email:** rreyes@robla.k12.ca.us

**Phone Number:** (916) 649-5248



**District Arts Lead:** Amanda Johnson

**Email:** ajohnson@robla.k12.ca.us

**Phone Number:** (916) 922-0202

## District Vision and Goals for Arts Education

Every student reaches their potential in a growth-minded environment rich in creative and artistic learning. Education in the Arts is an integral part of student learning and a valuable part of every culture and society. Student Learning in the Arts creates an environment in which students can express themselves, use critical thinking skills, and creative problem solving skills. The Arts Are Essential, and Art Is for Everyone.

Robla School District Goals:

1. Communicating the Value of the Arts and Creativity—Creating awareness of current Art Program and experiences for students, the need for continued growth in Arts Education and a deeper understanding of the benefits for students who participate in the Arts. Building Arts access with our Community to be interactive and accessible.
2. Arts Education—Curriculum and Content: Develop and implement a comprehensive and sequential arts education program for students. Art for Art's Sake.
3. Arts integration—Introduce, Develop, and Implement Arts Integration to General Education and common core learning.
4. Professional Development and Learning in the Arts for Educators
5. Create Infrastructure—Support, Facilities and Funding to implement and grow Arts Education Program Districtwide

## Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

The Robla School District is located within the city of Sacramento, north of the central city. The small Robla community is characterized by land use that is quite diverse. Students in the five Robla elementary schools come from large multi-family complexes, from tree-lined single family home neighborhoods and from homes with acreage that is also home to horses and sheep. There are areas within the community of warehouse complexes which house a variety of businesses and there is still a great deal of open land. The community houses a number of fast food franchises, gas stations, small businesses, and a new drug store. There is no large grocery store, no hospital, no social service agencies, only one city park, and no real cultural/community center. The families in Robla are representative of the varied people who live in the state of California. It is a community that is ethnically and racially diverse, linguistically diverse, and socio-economically diverse. Children who attend our schools come from homes where families speak a variety of languages. Forty-three percent of our students are English Learners, and over twenty languages are present in the community. The challenge of poverty is the reality for many of our families. Approximately ninety percent of our students qualify for free or reduced meals at school. This fact also indicates that these families face the issues that confront all who live in poverty: transportation problems, unemployment, instability in housing, and a lack of access to support resources.

*Robla School District, continued*

Robla School District offers Visual Arts for students in Transitional Kindergarten through Sixth Grade. Students receive Visual Arts Instruction as part of an Enrichment rotation along with Technology and Physical Education. Students receive Visual Arts Instruction from Credentialed Art Teachers once a week, for 40 minutes. Visual Arts Instruction is a comprehensive curriculum, based on California State Standards, Elements and Principles of Art, Art History, and Multi-cultural Arts.

Robla School District has an ongoing partnership with Any Given Child, participating in the Artist in Residence Program and Arts Exposures through Assemblies. Currently, each of the five sites receives two Artists in Residence and two Arts Assemblies.

### **Description of Secondary Education Arts Education (i.e., Arts Education Classes, Programs, Any Given Child, etc.)**

Robla School District offers Transitional Kindergarten through Sixth Grade for students. We currently do not offer Secondary Education.

### **Describe the Overall Arts Education Professional Development**

Currently Robla School District does not offer Professional Development in the Arts. Visual Arts Staff individually choose to attend Professional Development. One of the goals for our Arts Plan is to develop a strategic plan for Professional Development in the Arts: new California State Standards, Curriculum and Instruction, Arts Integration, Media Arts, and later to include other art forms as the program progresses.

### **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

Robla School District funds the Visual Arts Program through Local Control Funding.

### **Partnerships Supporting District Arts Education**

Robla School District has an ongoing partnership with Any Given Child, participating in the Artist in Residence Program and Arts Exposures through Assemblies.

Robla School District also partners with B Street Theatre giving students the opportunity to collaborate in script writing for the History Extravaganza followed by the performance of student written plays.

STRINGS is a Music Education program from Sacramento State University. CSUS and Robla School District have a partnership that provides carefully structured group lessons in violin and cello for Robla School District students in the fourth grade and up. The lessons are taught by the dedicated and talented CSUS School of Music undergraduate and graduate teachers and supervised by experienced teachers.

### Areas of Support Needed for Implementation of Arts Education

- Support of Professional Development for teachers/administrators and coaching
- Support expansion of Arts Programs (i.e., after school)
- Pay for transportation
- Provide experiences
- Materials (i.e., instruments, art materials, media computer)
- Pay for others in the school district to support Arts Education
- Support Arts Education Development Program (i.e., planning groups)
- Partnership residencies

### Status of District Arts Education Plan

The Robla School District Arts Strategic Plan is in its final stages of completion to be reviewed by the Arts Committee followed by Board approval. The Strategic Plan will include District Vision, Mission Statement, History of the Arts in the District, Current State of the Arts and District Goals for the Arts Program, Development of Arts Education, Actions Steps, Measurable Outcomes, and responsible persons to meet each of the identified goals.

### 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Funding of District Art Lead Salary	\$25,000

### Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Visual Arts Teachers	Fall 2019
Credentialed Art Teachers (not currently teaching art)	Spring 2020
District Teachers with an Arts Interest	Spring 2020

### Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check ✓ if applicable)	Date(s)
Any Given Child	\$2,500	✓	2019–2020 school year

# SACRAMENTO CITY UNIFIED SCHOOL DISTRICT



**District Superintendent:** Jorge Aguilar

**Email:** jorge-aguilar@scusd.edu

**Phone Number:** (916) 643-9000

**District Arts Lead:** Matt Turkie, Assistant Superintendent of Curriculum and Instruction

**Email:** matt-turkie@scusd.edu

**Phone Number:** (916) 643-9120

## District Vision and Goals for Arts Education

**Vision:** Every student is a responsible, productive citizen in a diverse and competitive world.

### Core Values:

- **Equity:** Commitment to reducing the academic achievement gap by ensuring that all students have equal access to the opportunities, supports, and the tools they need to be successful.
- **Achievement:** Students will be provided with a relevant, rigorous, and well-rounded curriculum, with the expectation that all will be well prepared for a career and post-secondary education.
- **Integrity:** Communication and interaction among and between students, parents, staff, labor, and community partners is defined by mutual respect, trust, and support.
- **Accountability:** Commitment to transparency and ongoing review of data will create a culture focused on results and continuous improvement in a fiscally sustainable manner.

**Mission:** Students graduate as globally competitive lifelong learners, prepared to succeed in a career and higher education institution of their choice to secure gainful employment and contribute to society.

### Goals:

- Year 1:
  - Arts Education Program Evaluation (Audits)
  - Strategic Plan Structural Development
  - Establishment of Arts Committees
- Year 2:
  - Program/Plan Action Steps
  - Strategic Plan Implementation
- Year 3:
  - Program Plan Refinement and Innovation
  - Review of 3-year plan
  - Begin work on next strategic plan, 3-year or 5-year

**Description of Elementary Education Arts Education** *(i.e., Arts Education Classes, Programs, Any Given Child, etc.)*

- Classroom Arts taught by multi-subject teachers, minimal Arts teachers and Artist in Residence during the school day.
- Before/After school Arts taught by Parent volunteers, After-school programs, credentialed Arts teachers, and others.

**Description of Secondary Education Arts Education** *(i.e., Arts Education Classes, Programs, Any Given Child, etc.)*

Full spectrum of Theatre, Visual Art, Instrumental and Vocal Music, Media and Dance.

**Describe the Overall Arts Education Professional Development**

Professional Development for SCUSD Arts teaching and learning is developed and promoted by district VAPA Coordinator, Arts Lead teachers, and SMAC through the Any Given Child program. PD topics are based on the SCUSD district mission and strategic plan. The focus is on developing curriculum based on CA Standards and Frameworks. Other PD will support district goals in professional growth and interests of staff to educate VAPA curriculum to students.

**District Funding Resources to Support Arts Education** *(i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)*

- LCAP
- Title 4
- SCOE Grant
- Contributions from local community and business groups

**Partnerships Supporting District Arts Education**

- SMAC Any Given Child Program
- CLARA
- City of Sacramento
- B Street Theatre
- Blacktop Theatre
- Crocker Art Museum
- Sacramento Ballet
- Sacramento Philharmonic
- Sacramento Youth Symphony

### Areas of Support Needed for Implementation of Arts Education

- Expansion within the General, Supplemental and LCFF/LCAP to increase budget at the district level to support primary and secondary schools with Arts programs.
- This would include both Discrete Arts courses and Arts integration.

### Status of District Arts Education Plan

We are currently in the process of developing the Action steps for the strategic plan.

### 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Substitute costs for Arts Lead Teachers during the COP meetings from February through September	\$5,000
Funds will be used to focus on Professional Learning for both Arts educators and non-Arts educators.	\$20,000
<b>Total Allocations</b>	<b>\$25,000.00</b>

### Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Music K–12	2019–2020 school year
Visual/Media Arts Teachers K–12	2019–2020 school year
Theatre Teachers K–12	2019–2020 school year
Dance Teachers	2019–2020 school year
Arts Integration	2019–2020 school year

### Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check ✓ if applicable)	Date(s)
CLARA	TBD	✓	TBD
Any Given Child	TBD	✓	TBD
Sacramento Youth Symphony	TBD	✓	TBD
Sacramento Philharmonic	TBD	✓	TBD

# SACRAMENTO COUNTY OFFICE OF EDUCATION



**District Superintendent:** David W. Gordon

**Email:** dgordon@scoe.net

**Phone Number:** (916) 228-2410

**District Arts Lead:** Lisa Alcalá

**Email:** lalcala@scoe.net

**Phone Number:** (916) 216-9933

## **District Vision and Goals for Arts Education**

The Sacramento County Office of Education (SCOE) has long supported Arts Education. SCOE serves a wide range of students in programs such as Community Schools, Court School, Emotionally Disturbed, Severely Handicapped, and Infant Development, and from birth to age 22. SCOE is in the process of building a comprehensive arts plan that addresses these students. Historically, Arts Education was implemented at the site level and thus varies greatly from site to site and teacher to teacher. SCOE sees this grant as an opportunity to refocus our efforts and build a sustainable arts plan that meets the needs of our unique populations.

### Vision Statement:

The Sacramento County Office of Education is committed to EXPOSING, INSPIRING, and EMPOWERING all students through a Performing Arts curriculum that is challenging, engaging, and promotes critical thinking skills for our diverse student population.

### Core Values:

- Teaching students the functional benefits of art: career, consumer, and social emotional support
- Developing and strengthening partnerships with community organizations
- Valuing the importance of moving from arts-enhanced curriculum to arts-integrated curriculum
- Valuing Arts Education as a core subject and promoting a common vocabulary

## **Description of Elementary Education Arts Education (i.e., Arts Education Classes, Programs, Any Given Child, etc.)**

At the current time, there are few formal arts education classes or programs in the elementary programs. The Special Education department has two exempt-temp contracts to provide professional development training for staff and may also teach art lessons directly to the students. Outside of this, arts education is at the discretion of the individual teacher(s) at the school site.

## **Description of Secondary Education Arts Education (i.e., Arts Education Classes, Programs, Any Given Child, etc.)**

Over the years arts professional development has been provided; however it has been inconsistent, and implementation was at the discretion of the teacher. The court and community schools, as well as the CARE sites, have worked with 916 INK consistently over the past 5 years. Outside of this partnership, arts education has been inconsistent and dependent on the teacher(s)'s level of arts education. For example, at one community school there is a teacher with a music background who teaches students to read and play music. At another site there is a teacher with a Master's in Arts Education who engages the students in art projects and will share lessons with her fellow teachers.



## **Describe the Overall Arts Education Professional Development**

As previously mentioned, Arts Education professional development has been limited. In the development of the art plan, professional development is a major focus and will require a deeper dive into what would be most effective for a particular program. Once there has been a needs assessment, a professional development plan can be created. Due to the small size of our programs, likely areas of focus will include moving from “art enhancement” to “art integration,” effectively working with resident artists and the incorporation of art experiences (plays, dancing, museums).

## **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

In the past, Arts Education has been supported by Title I funds. Moving forward SCOE will apply for and use Title IV and actively engage in applying for grants and donations.

## **Partnerships Supporting District Arts Education**

The strongest partnership within Court and Community Schools and CARE sites is 916 INK. This is an area that SCOE looks forward to expanding as it will be the most stable way to provide a wide variety of art experiences for our students.

## **Areas of Support Needed for Implementation of Arts Education**

The number one need to effectively implement Arts Education within the SCOE schools is a dedicated position/person who would be responsible for arranging and providing professional development, working collaboratively with site administrators and teachers to determine the most effective way(s) to integrate arts with the student population within that program, create and maintain community art partnerships for the purpose of engaging with visiting artists or experiences in the field, and most importantly, secure additional funding through grants and donations.

Another need is for the SCOE Arts team to continue meeting, so they may work with the different programs to research what is currently happening in the area of arts in the SCOE programs, provide professional development around the California Arts Standards, begin building community arts partners, and complete the SCOE Arts Plan.

## **Status of District Arts Education Plan**

Prior to this grant, there has not been a District Arts Education Plan. The current arts team is working to develop the SCOE arts plan by the end of December 2019. There is still more research that needs to be done. This process is slow as it requires staff to be pulled from class, and the sites are spread across the county. The team feels that in order to build a sustainable plan, it needs to include as many voices as possible. Currently the plan is being built with the idea that there will be phases and a gradual roll-out amongst all the different programs. Any plan built will need to honor the uniqueness of each program.

## 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Substitutes for the Lead Teachers and a TIC for the District Arts lead to attend Arts COP Meetings	\$5,000
Substitutes for the Lead Teachers and a TIC for the District Arts lead to continue to build the arts plan, provide professional development, and establish partnerships	\$6,000
Contract to design the SCOE Arts Education Plan and print materials for trainings	\$2,000
Support of the arts organizations' involvement in SCOE Arts Education Plan and direction	\$12,000
<b>Total Allocations</b>	<b>\$25,000</b>

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Court and Community Schools	October 28 and 30, 2019 @ 1:30 p.m.
ED Programs	January 8, 2020 @ 1:30 p.m.
SH Programs	January 29, 2020 @ 1:30 p.m.
CARE Program	February 10, 2020 @ 3:00 p.m. (Skype)
Infant Development Program	March 2, 2020 @ 1:30 p.m. (potential Skype)

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check <input checked="" type="checkbox"/> if applicable)	Date(s)
Crocker Art Museum	TBD		September 2019– May 2020
Images Theatre Company	TBD		September 2019– May 2020
B Street Theatre	TBD		September 2019– May 2020

# SAN JUAN UNIFIED SCHOOL DISTRICT

**District Superintendent:** Kent Kern

**Email:** [kkern@sanjuan.edu](mailto:kkern@sanjuan.edu)

**Phone Number:** (916) 971-7104

**District Art Lead:** Gary Coartney

**Email:** [gary.coartney@sanjuan.edu](mailto:gary.coartney@sanjuan.edu)

**Phone Number:** (925) 216-1049



## District Vision and Goals for Arts Education

**Vision:** In San Juan Unified School District, we strive to empower and inspire our learning community to engage all students in rigorous and authentic experiences that build critical thinking, curiosity, and wonder.

**Guiding Principle:** We strongly believe that equitable access to visual and performing arts is an essential part of a well-rounded education.

**Mission:** San Juan Unified School District, Visual and Performing Arts Department, is dedicated to creativity, innovation, and artistic literacy in its standards-based instruction of the essential elements of the visual and performing arts for ALL of its TK–Adult students. The desired outcome is a knowledgeable individual who utilizes creative and divergent thinking, design, and productive collaboration to thoughtfully appreciate, and meaningfully produce in today’s complex world.

### Goals:

- Year 1: Organize Processes and Procedures – Survey VAPA teachers to get input on plan development (2017)
- Year 2: Streamline Processes and Procedures – Gap Analysis (2018), Survey VAPA teachers to gather information on current programs and practices
- Year 3: Implementation – Build on successful practices, valuing the importance of moving from arts-enhanced curriculum to arts-integrated curriculum
- Years 4 & 5: Innovation and Integration

### Description of Elementary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

- Classroom Art, Dance, and Music taught by credentialed Arts teachers during the school day
- Before/After school art, band, dance, guitar, orchestra, choir and drama ensembles taught by credentialed Arts teachers and classified community members

### Description of Secondary Education Arts Education (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

- Full spectrum of Theatre, Visual Art, Instrumental and Vocal Music, Media and Dance
- Before/After School Theatre, Visual Art, Instrumental and Vocal Music, Media and Dance programs taught by credentialed teachers

## **Describe the Overall Arts Education Professional Development**

Professional Development for SJUSD VAPA is developed and promoted by district VAPA subject Lead teachers. PD topics are based on the SJUSD district mission and strategic plan. The focus is on developing curriculum based on CA Standards and Frameworks. Other PD on supporting district goals in professional growth and interests of staff to educate VAPA curriculum to students.

## **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

- LCAP
- Title IV
- SCOE Grant
- Contributions from local community groups and businesses

## **Partnerships Supporting District Arts Education**

- Sacramento Metropolitan Arts Council (SMAC)
- City of Citrus Heights
- Sacramento County Office of Education
- B Street Theatre
- Blacktop Theatre
- Crocker Art Museum

## **Areas of Support Needed for Implementation of Arts Education**

In order to expand within the LCAP, we need to increase budget at the district level to support primary and secondary schools with Arts programs.

We have a robust Arts Education program in San Juan Unified. An implementation focus would be in the area of Arts integration. This would also include the need for professional learning for general classroom (multiple subject teachers) and site/district administrators in Arts integration.

## **Status of District Arts Education Plan**

We are in year three of our Arts strategic plan.

## 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Substitute costs for Arts Lead Teachers during the COP meetings from February through September	\$5,000
Funds will be distributed between 8 Arts Leads for professional learning and support for new teachers as well as ongoing learning and support for all teachers in all Arts disciplines (Music, Visual, Media, Dance, Theatre) for both primary and secondary grade levels.	\$20,000
<b>Total Allocations</b>	<b>\$25,000</b>

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
Elementary Classroom Music Teachers	Winter 2020
Visual/Media Arts Teachers K–12	Winter 2020
Drama Teachers 6–12	Fall 2019
Secondary Music Teachers	Spring 2020

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check <input checked="" type="checkbox"/> if applicable)	Date(s)
B Street Theatre	\$400		September 20, 2019
Blacktop Theatre	\$2,100		October 2019– May 2020

# TWIN RIVERS UNIFIED SCHOOL DISTRICT



**District Superintendent:** Dr. Steve Martinez

**Email:** Steve.martinez@twinriversusd.org    **Phone Number:** (916) 566-1600

**District Arts Lead:** Jackie White

**Email:** Jackie.white@twinriversusd.org    **Phone Number:** (916) 566-1600

## District Vision and Goals for Arts Education

**Vision:** To create a world class Pre K–Adult Visual and Performing Arts Education program that meets the needs of the changing climate of the Arts and Entertainment arena while expanding the possibilities of an imaginative and creative graduate for tomorrow’s workplace.

### Goals:

- By June 30, 2020, the Twin Rivers Unified Board of Trustees will pass an updated three-year Strategic Plan for the Visual and Performing Arts.
- By June 30, 2020, the number of students participating in VAPA activities such as the grade level experiences, after school arts and the Festival of the Arts will increase 5% as compared to 2018-2019.
- By June 30, 2020, the percentage of students earning a C or better in a VAPA course this year will increase 5% as compared to 2018-2019.
- By June 30, 2020, Arts Integration coaching and demonstration hours will increase from 40 to 50 as evidenced by number of hours coaching.
- By June 30, 2020, there will be an increased attendance by 20% at professional development compared to 2018-19 as measured by teacher attendance at PD.
- By June 30, 2020, the participation of Any Given Child will be 100% for Arts Exposure Experiences and Professional Development participation will increase by 10%.

## **Description of Elementary Education Arts Education** (*i.e., Arts Education Classes, Programs, Any Given Child, etc.*)

Twin Rivers has a well-rounded arts education program:

- All students in TK–6 have access to the Arts.
- Every child in TK–2 has a weekly Visual Arts lesson taught by a certificated visual arts teacher.
- All students in grades 3 through 6 have a weekly music lesson taught by a certificated music teacher.
- All school sites TK–8 provide their students an Any Given Child Arts Exposure Experience annually.
- All students in the 4th grade receive a recorder and participate in the Carnegie Hall *Link Up!* program in partnership with the Sacramento Philharmonic.
- All 5th grade students participate in a 6-week Artist in Residence program with artists from Spoken Word, Visual Arts, and Dance.
- All 6th graders attend Sacramento Ballet’s *The Nutcracker*.

### **Description of Secondary Education Arts Education (i.e., Arts Education Classes, Programs, Any Given Child, etc.)**

Twin Rivers offers a wide range of courses for secondary Arts Education, including: Three-Dimensional Design, AP Music Theory, AP Studio Art, beginning through Advanced Art, beginning through Advanced Ceramics, Beginning Concert, Jazz, and Symphonic Band, Beginning through Advanced Choir, Dance, Piano, Guitar, and Vocal Jazz.

In addition to the 41 VAPA courses we offer, students participate in the following:

- All students in 7th grade visit our Just DREAM Visual Arts Gallery at Martin Luther King Jr. Technology Academy.
- Every 8th grader attends a play presented by a local Theatre organization at Grant High School.
- Every 9th grader attends a play at Sacramento State University.
- We offer after school arts programs with a wide range of professional artists.
- Our teachers and students have access to training with the Globe Theatre company.
- Our 7th and 8th grade sites participate in Any Given Child.
- Our 7–12th grade sites participate in the Kennedy Center Partners in Education program.
- All secondary arts classes have the opportunity to attend a performance at the Mondavi Center.

### **Describe the Overall Arts Education Professional Development**

Twin Rivers has partnered with the Kennedy Center for over ten years. In that time, we have offered professional development for single subject and multiple subject teachers. On average, we present 120 hours of Professional Development focused on the Arts annually. This would include Arts Integration Professional Development, Developing Artistic Literacy workshops with The California Arts Project, Standards development workshops, and summer conferences. We provide training for VAPA teachers through our Subject Area Meetings designed to grow their capacity in their subject area and in their classroom pedagogy. TRUSD provides a wide variety of trainings developed to increase the multiple subject teachers' capacity in the Arts as well.

### **District Funding Resources to Support Arts Education (i.e., LCAP, Title I, IV Funds, Grants, Contributions, Donations)**

- LCAP
- Supplemental Concentration
- Base funding
- Site based funds
- Title I
- Title IV
- Grants

### Partnerships Supporting District Arts Education

- Globe Theatre
- Kennedy Center Any Given Child
- Kennedy Center Partners in Education
- Mondavi Center
- Sacramento Area Youth Speaks

### Areas of Support Needed for Implementation of Arts Education

Continued conversations to leverage funding and support for the Arts.

### Status of District Arts Education Plan

Twin Rivers is in year six of implementation of our Strategic Plan. One of our goals is to update the Plan and have it Board approved for another three years.

## 2019 Use of SSAE Grant Funds to Support District Arts Development and Implementation (\$25,000)

Description of Activity	Allocation
Support of Pacific Arts Integration Conference (PAIC)	\$15,000
Teacher attendance at professional development series for VAPA	\$10,000
<b>Total Allocations</b>	<b>\$25,000</b>

## Professional Development of Arts Standards in 2019–2020 School Year

Description of Target Group(s)	Scheduled Date and Time
VAPA teachers	November 2019
Multiple subject teachers	January 2020

## Arts Organizations Partners Scheduled 2019–2020 (Additional \$2,500)

Arts Organization	Funding Allocation	Any Given Child (check <input checked="" type="checkbox"/> if applicable)	Date(s)
Focus 5	\$2,500		TBD





## PART THREE

### Arts Organizations Building Arts Education Capacity

---

- 916 Ink
  - B Street Theatre
  - Broadway Sacramento
  - Calidanza Dance Company
  - CLARA (E. Claire Raley Studios for the Performing Arts)
  - Crocker Art Museum
  - Images Theatre Company
  - Sacramento Ballet
  - Sacramento Children's Chorus
  - Sacramento Metropolitan Arts Commission (SMAC)
  - Sacramento Philharmonic and Opera (Sacramento Regional Performing Arts Alliance)
  - Sacramento Taiko Dan
  - Sol Collective
-

# Arts Organizations

## 916 INK

**Arts Organization Lead:** Nikki Cardoza

**Email:** nikki@916ink.org

**Phone Number:** (916) 826-7323



### **Vision and Goals for Arts Education**

916 Ink is Sacramento's arts-based creative writing nonprofit that provides workshops for Sacramento-area youth, grades 3–12, in order to transform them into confident writers and published authors. Our workshops increase literacy skills, improve vocabulary, teach empathy, positively impact social and emotional learning, and expand communication skills.

916 Ink wants to create readers by fostering a love of language, oral and/or written. By its nature, writing is a curious act that involves human connection and empathy. Instilling an interest in the power of stories can lead young people to take charge of their lives and change their narrative by becoming the heroes in their own story. We don't just make students better readers and writers, we make them more open and honest communicators.

### **Description of Arts Education Program**

916 Ink delivers countless hours of creative writing workshops across the Sacramento region, primarily to at-risk or underserved youth. We have partnered with schools, local non-profits, community groups, juvenile detention centers, and many more to bring our method to those who need it most. As we continue to publish the young people who come through our doors, we hope to extend our reach, and provide access to thousands more youth from some of the most underserved populations in the region.

We offer:

- 916 Ink Creative Writing Exposure Field Trips - 3.5 hour 916 Ink Creative Writing Exposure Field Trip to our whimsical creative writing space, The Imaginarium
- Tiered-partnership programs for our Find Your Voice Creative Writing Workshop Series:
  1. 916 Ink Partnership Program for Find Your Voice Creative Writing Workshop Series for educators or mentors who want to incorporate our method into their classrooms. This includes Professional Development, Curriculum and Technical Assistance.
  2. 916 Ink Publication Level Program (option only available for current participants at Partnership Level) – 916 Ink will work with educators and mentors who want to take a finished anthology manuscript of student writing and turn the students into published authors.

3. Find Your Voice Creative Writing Workshop Series Only (12 sessions. 18 hours of instructional time), 916 Ink teaching artists will conduct the workshop series.
4. Full Program Level Find Your Voice Creative Writing Workshop Series (Single Semester: 12 sessions, 18 hours instructional time/Year-Long: 24 sessions, 36 hours instructional time), this level includes levels 1-3, teaching artists conduct workshops and 916 Ink Staff complete publication of student anthology.

### **Description of Arts Education Professional Development Provided for Schools**

916 Ink's professional development modules are hosted quarterly at our site. Our modules include information, resources and instruction on using the 916 Ink curriculum and incorporating creative writing into any classroom, amplifying student voice, revising writing to showcase student storytelling, and making the method work best for the students and educators.

Sessions are open to all school site personnel at the partnership level and program levels. In addition, individuals can sign for any of the sessions individually. Each module provides 4 hours of PD for participants and include multiple presenters.

### **What Was Accomplished Through the SCOE Arts Education Grant?**

With the support of the Sacramento County Office of Education, we were able to develop our tiered partnership programs. We were able to analyze outcomes from our previous field trip program to make our field trips more accessible to Sacramento area students and schools. We hosted two focus groups on professional development needs and curriculum design with Sacramento area teachers and administrators. This resulted in two working groups who completed our quarterly professional development training materials and our Find Your Voice Curriculum kit for distribution. In addition, 916 Ink teaching artists received two-hours of professional development on California's new Arts Standards.

### **Areas of Support Needed for Implementation of Arts Education Programs**

- Streamlined process for clearing teaching artists to work in multiple SCOE districts
- Transportation for students attending field trips
- Funding for school sites to include arts programming in class/after school
- Continued networking and relationship building between districts and organizations

### **Areas of Funding Resources to Support Arts Education Programs**

*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

- California Arts Council
- Sacramento County Office of Education
- City of Sacramento
- Sacramento Metropolitan Arts Council (SMAC)

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Executive Director Time (analysis of field trip budget and outcomes, recruiting consultants for working groups and focus group, strategic plan for affiliate programs)	\$6,000
Director of Programming Time (curriculum design, leading focus groups, recruiting partners to pilot affiliate program, professional development working group participation)	\$5,000
Programming and Production Coordinator Time (Professional Development working group lead, curriculum and materials development for PD sessions)	\$3,000
Program Associate Time (curriculum design, curriculum focus group lead)	\$3,000
Focus Groups with teachers, administrators (PD focus group of 5 educators, curriculum focus group of 3 educators)	\$1,000
Curriculum Consultant (30 hours)	\$2,000
Professional Development working group (48 hours)	\$2,000
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
Educators, Mentors	October 19, 2019 9:30 a.m.–2:30 p.m.
Educators, Mentors	December 14, 2019 9:30 a.m.–2:30 p.m.
Educators, Mentors	February 22, 2020 9:30 a.m.–2:30 p.m.
Educators, Mentors	April 18, 2020 9:30 a.m.–2:30 p.m.

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
SCUSD	10x Find Your Voice Workshop Series 5 x Field Trips		September 16–December 13, 2019 January 20–April 10, 2020
FCUSD	3x Find Your Voice Workshop Series		September 16–December 13, 2019 January 20–April 10, 2020
TRUSD	2x Find Your Voice Workshop Series		September 16–December 13, 2019 January 20–April 10, 2020
EGUSD	2x Find Your Voice Workshop Series		September 16–December 13, 2019 January 20–April 10, 2020
SCOE	11x Find Your Voice Workshop Series		September 16–December 13, 2019 January 20–April 10, 2020

## **B STREET THEATRE**

**Arts Organization Lead:** Greg Alexander

**Email:** galexander@bstreettheatre.org

**Phone Number:** (916) 443-5391 ext. 117



### **Vision and Goals for Arts Education**

B Street's mission is to promote education and literacy, social interaction, and cultural enrichment by engaging children and adults in the highest quality theatre arts and playwriting. B Street began as a touring children's theatre, and still holds arts education as one of its core mission goals. B Street's Family Series is California's only full-time, dedicated professional theatre for children. Additionally, as a new works-focused theatre for adults, playwriting is at the heart of B Street's defining company identity.

B Street has distinguished itself over many years by engaging students in the art of playwriting as a path to understanding and appreciation of theatre arts. B Street has conducted playwriting workshops for grades K-12 in schools throughout Northern California for 32 years. Programming has often included and/or targeted ELD learners.

#### Goals

- To expand our Comprehensive Outreach and Education program—playwriting workshops, after school residencies, school tour assemblies, and student matinee field trips—to as many schools as possible.
- To grow our staff of full-time teaching artists.
- To expand our multimedia education program to include video and film production.
- To publish our student written scripts, to be used as a teaching tool in classrooms and student theatre.
- To grow our current database of schools and teachers who attend performances at the Sofia Tsakopolous Center for the Arts by 300%.
- To establish a scholarship fund that will allow any student to study in our Studio for Young Actors program, regardless of family income.

### **Description of Arts Education Program**

Since its inception in 1986, B Street Theatre has been recognized as one of California's top professional theatres. A resident, new-works theatre, B Street Theatre has produced more than 300 contemporary plays, 170 of which have been world, national, West Coast or regional premieres. B Street's programs range in diversity from acclaimed children's theatre tours serving California's northern and central counties, to the only resident professional children's theatre in California, to a broad range of new and acclaimed classic plays for adult theatre goers.

### Workshops

B Street Theatre teaching artists conduct more than 400 workshops in hundreds of classrooms each year throughout the greater Sacramento area.

1. **Introduction to Playwriting.** This is a single 90-minute workshop designed to inspire and empower students to write their own plays. This workshop takes place in a single classroom, for up to 30 students.
2. **Playwriting Towards Production.** This is a series of three 90-minute workshops designed to lead students from inspired ideas to completed drafts of original plays. This workshop series takes place in a single classroom, for up to 30 students.
3. **After-School Workshops.** This is a series of six 90-minute workshops taking place after school hours, meeting weekly. Under the direction of B Street Teaching Artists, participants learn theatre games and exercises, develop performance skills, AND perform plays from our extensive catalog of scripts!

### Studio for Young Actors

We provide classes for young actors Fall, Winter, Spring, and Summer! Our Juniors program is for 6–8 year olds; our Youth Program is for 9–12 year olds; our Teens program is for 13–17 year olds. Students are encouraged to learn new skills in an environment that is safe and conducive to creativity. All of our classes culminate in a performance for friends, family, and invited guests.

### School Tour

For the past 33 years, B Street School Tour's goal has been to foster an appreciation for live professional theatre in as many school children as possible. To that end, B Street School Tour performs 12 times per week, 36 weeks per year in schools, hospitals, and public places reaching approximately 200,000 children annually. B Street develops shows that relate directly to the curriculum, exploring themes in math, science, technology, history, and literature. Free study guides are provided to help teachers connect theatre to Common Core State Standards. With many of the shows written by students, these performances are a great way to introduce children to the art of playwriting and the excitement of live theatre!

### New Facility

The Sofia Tsakopoulos Center for the Arts affords us the opportunity to greatly broaden our outreach, especially when it comes to the students of Northern California. The Sutter Theatre, which houses our student matinee field trip performances, will accommodate more than 700 students daily.

## **Description of Arts Education Professional Development Provided for Schools**

**Exploring Creativity Through Theatrical Writing**—Inspired by the simple creative tenet of “don’t tell me, show me,” we take curriculum-based materials and make them stage worthy. Designed for both the classroom instructor and creative artist, this workshop will provide simple tools to inspire and engage students and teachers alike.

**Team Building & Collaboration**—Using time tested and accessible theatre games and exercises, this fun and interactive workshop will have your workmates showing off skills they never knew they had! Collaboration is the key as we share ideas and experience the power of spontaneity.

**Speaking & Listening Through Improvisation**—The purpose of this workshop is to increase the participant’s ability to adapt to challenges through theatrical improvisation. With fun games and group exercises designed to increase your lateral thinking ability, while supporting and listening to others, this workshop is full of games and exercises to take back to the classroom.

## **What Was Accomplished Through the SCOE Arts Education Grant?**

The SCOE Arts Education Grant afforded us the time and opportunity to further develop curriculum with the ELD teachers at Encina Preparatory HS. As a result, we are now able to continue our efforts there, and share the methodology with other teachers and teaching artists. Our goal is to establish programs at other school sites with similar needs and student populations. The grant also sponsored additional workshops at the end of the last school year to bring what was a very rewarding experience to a satisfying conclusion.

As an organization we gained a lot of insight into the new California Arts Standards. As a result, we are adapting our programming and promotional efforts to make our outreach programming more in line with the needs of classroom teachers and administrators.

As a direct result of the training we received on expanding organization capacity, we are more focused on achievable goals and more effective in the choices we are making when identifying realistic opportunities for growth. Super helpful.

## **Areas of Support Needed for Implementation of Arts Education Programs**

As a result of a group brainstorming session with fellow Community of Practice arts leads, we identified the following items that would be useful areas of support:

- Teaching artist training/Standards training for teaching artists
- Additional administrative & teaching artist staff
- Subsidizing of program fees
- Purchase tools, materials, and teaching equipment such as carts, storage containers, computer/lap tops, projectors Computers/projectors
- Performance materials for student use

## **Areas of Funding Resources to Support Arts Education Programs**

*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

In addition to patron support and individual donations made to our company, the following organizations and institutions have been vital partners in our O&E efforts:

- California Arts Council
- Sacramento Metropolitan Arts Commission
- San Juan Education Foundation
- Sacramento County Office of Probation
- Sacramento County Office of Education
- Sutter Health
- Wells Fargo Bank
- Point West Rotary
- Rancho Cordova Rotary
- Laguna Sunrise Rotary
- Redtail Technologies
- Law Office of Ganesh Kalyanaram

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
We extended our work at Encina Prep for an additional 10 classes, supporting additional rehearsal times for the ELD students in preparation for their “final performances” which took place in late May and early June, 2019. We provided an additional 4 after school workshops at Greer Elementary in May.	\$3,000
We developed curriculum specifically designed for teachers and teaching artists working with an ELD population. Having spent the past school year working in 4 different classrooms with students of varying English language abilities, our teaching artists have already put into practice a number of effective methods of enhancing the classroom experience, and facilitating the learning of English through theatre games and storytelling. We are continuing our collaborative efforts with the teaching staff at Encina.	\$3,000
We are providing 20 in-school classroom workshops based on the study guides incorporating historical context, story structure, acting and writing exercises tailored to each of our 2019-20 Family Series/Student Matinee productions. Workshops take place in single classrooms for up to 30 students. Currently booking for Fall 2019 in conjunction with our production of “The Sword in the Stone.”	\$6,000
<ul style="list-style-type: none"> <li>• Conducted 2 Professional Development workshops in the Spring of 2019 at the Sofia for teachers and after school program managers.</li> <li>• As part of an “Educators Day” event at the Sofia on October 20th, we will be hosting a workshop on Storytelling and Collaboration for teachers. In addition, all who attend will have tickets to see a public performance of our first show of the 2019-20 season—“The Sword In the Stone.”</li> <li>• Facilitation of a writing workshop for San Juan Drama teachers on September 18, 2019.</li> <li>• Will host trainings and meetings at the Sofia as part of our ongoing partnership with the Community of Practice.</li> </ul>	\$8,000
Participation in monthly Community of Practice meetings and trainings.	\$2,000
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
We will be hosting a training for staff and teaching artists to review the new California Arts Standards. Emili Danz from the Clara will be facilitating the training, with all participating Community of Practice partners invited to attend.	Monday, September 23, 2019 3:00-5:00 p.m. The Sofia Tsakopoulos Center for the Arts 2700 Capitol Ave, Sacramento



## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
San Juan, Sac City, Elk Grove, Folsom Cordova, Natomas, Roseville	Classroom Workshops		October 2019–June 2020
San Juan, Sac City, Elk Grove, Folsom Cordova, Natomas, Roseville, Galt Joint Unified	After School Workshops		October 2019–June 2020
Elk Grove, Davis Joint, Sacramento City, San Juan Unified, Washington Unified, Folsom Cordova, Center, Galt Joint, Natomas Unified, Twin Rivers, River Delta, Rocklin Unified, Roseville City, Woodland Joint, Eureka Union, Robla, Western Placer, Dry Creek, Loomis Union, Amador, Buckeye Union, Rescue, Black Oak Mine, El Dorado County, Arcohe, Colusa, Fairfield-Suisun, Auburn Union, Newcastle, Lodi, Latrobe, Kelseyville, Pollock Pines, Linden Unified	Student Matinee Field Trips		October 2019–June 2020
San Juan, Sac City, Elk Grove, Folsom Cordova, Natomas, Roseville, Washington Unifed, Amador, Vallecito Union, Calaveras, Contra Costa, Rescue, Mother Lode, Buckeye, Pleasant Ridge, Dry Creek, Auburn Union, Colfax, Eureka Union, Western Placer, Rocklin Unified, Center Unified, River Delta, Galt Joint Unified, Twin Rivers, Lodi Unified, Lincoln, Stockton City, Sierra-Plumas, Ceres Unified, Sylvan, Salida Union, Pleasant Grove, Davis Joint Unified, Woodland Joint Unified, Marysville Joint Unified	School Tour Assemblies	✓	October 2019–June 2020

# BROADWAY SACRAMENTO

**Arts Organization Lead:** Laura Mattice Hunter

**Email:** [lmattice@broadwaysacramento.com](mailto:lmattice@broadwaysacramento.com)      **Phone Number:** (916) 446-5880 x 180

**Arts Organization Education Lead:** Mason Diab

**Email:** [mdiab@broadwaysacramento.com](mailto:mdiab@broadwaysacramento.com)      **Phone Number:** (916) 446-5880 x 133

BROADWAY SACRAMENTO



## Vision and Goals for Arts Education

Our goal is to provide high-level performing arts education and arts experiences to students and teachers in our region. Our focus is to ensure access to live theater by offering subsidized tickets, subsidized classes and workshops with professional teaching artists, study materials, and scholarships to partner schools and teachers.

An important tenet of Broadway Sacramento's education mission is to improve students' learning experience of the performing arts, not solely by attending performances but by taking a long-term and in-depth approach to working with schools where teachers are interested in the performing arts and see the value of theatre as a tool to engage students in learning and literacy. By empowering students to take control of their learning and demonstrate their understanding through performance-based learning, they are able to practice the conventions of academic discourse—including reading closely, thinking deeply, and citing textual evidence.

This model of integrated arts exposure, which includes performance-based learning in pre- and post-show workshops, equips students to develop their own creative capacity and is aligned with the National Core Arts Standards artistic processes of **Creating** (conceiving and developing new artistic ideas and work); **Performing** (realizing artistic ideas and work through interpretation and presentation), **Presenting** (interpreting and sharing artistic work), and **Producing** (realizing and presenting artistic ideas and work); **Responding** (understanding and evaluating how the arts convey meaning) and **Connecting** (relating artistic ideas and work with personal meaning and external context).

## Description of Arts Education Program

This grant gives us the opportunity to build Broadway Sacramento's artist-in-residency program, which is currently limited to the summer months during our Broadway At Music Circus season, and requires participants to come to our facility. We have an opportunity to bring professional teaching artists connected to the Broadway At Music Circus season to work with students and teachers during the school year. These funds will help us create an artist-in-residency program that will provide standards-aligned arts curriculum taught by industry professional teaching artists. Our plan is to build a program that works with the classroom teachers' arts education and arts integration needs using performance-based learning techniques to engage students in a deeper understanding of the content material. Our goal is to build a residency plan that identifies objectives and creates the scope and sequence of multiple sessions over the course of spring and summer.

The final show in our Broadway At Music Circus 2019 season was Lin-Manuel Miranda's Tony award-winning musical *In the Heights*. This grant will help build the capacity of an artist-in-residency program by connecting local teaching artists and Broadway teaching artists from our Broadway At Music Circus production of *In the Heights* to local schools.

## *Broadway Sacramento, continued*

This model of Teaching Artist Residencies is aligned with the National Core Arts Standards and includes the Anchor Standards 4 (select, analyze, and interpret artistic work for presentation); 5 (develop and refine artistic techniques and work for presentation); 6 (convey meaning through the presentation of artistic work); 7 (perceive and analyze artistic work); 8 (interpret intent and meaning in artistic work); 9 (apply criteria to evaluate artistic work); 10 (synthesize and relate knowledge and personal experiences to make art); and 11 (relate artistic ideas and works with societal, cultural and historical context to deepen understanding).

### **Description of Arts Education Professional Development Provided for Schools**

The Director of Education has led professional development workshops on arts-integrated lesson plans for teachers.

### **What Was Accomplished Through the SCOE Arts Education Grant?**

With the SCOE Arts Education Grant, we were able to increase our organization's capacity to offer high-level performing arts education with scholarships to our youth performance camp, tickets to performances, pre- and post-show workshops with professional artists, and educational guides for students and partner teachers at Sacramento secondary schools.

With this grant we:

- Brought 150 students to see the Broadway On Tour presentation of *Aladdin* and provided a post-show talkback with cast members.
- Cultivated aspiring theater artists by providing scholarships for 4 students in our youth performance camp, Show Time.
- Brought 150 students to see the Broadway At Music Circus production of *In The Heights*.
- Created an educational guide for *In the Heights* that was printed and handed out to all of the students (as well as made available to the general public on our website).
- Provided a post-show talkback with the cast of *In the Heights* for students and teachers.
- Provided an interactive workshop with two teaching artists from the production of *In the Heights*. The workshop, developed around California Arts Standards for Theater, focused on Performing Anchor Standard 5: developing and refining artistic techniques and work for presentation. The workshop goal was to guide students through the preparation and personal process to prepare for a performance. *In the Heights* Dance Captain Aurelia Michael (ensemble) and performer Edward Cuellar (Graffiti Pete) led 4 in school musical theater workshops with 175 middle and high school students. Students developed collaborative performance and ensemble skills while learning the lyrics and choreography for the song "96,000" from *In the Heights*.
- Will bring 80 students to see the Broadway On Tour presentation of *Dear Evan Hansen* and provide a post-show talkback.

### **Areas of Support Needed for Implementation of Arts Education Programs**

- Funding
- Resources: teaching artists, materials
- Teaching space

## **Areas of Funding Resources to Support Arts Education Programs** (i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)

Broadway Sacramento's Education Department programs are primarily funded by the organization's budget. The programs also receive support through donor contributions and grants. The following are some of Broadway Sacramento's Partners and Sponsors. Their generosity helps fund the budget which funds Broadway Sacramento's art education programs.

### Partnerships:

- Commerce Printing - Printing needs
- Wells Fargo - Pavilion naming
- Raley's - Water for Broadway At Music Circus
- Holiday Inn Express - Lodging
- DowntownSac.com - Marketing
- Sacramento365 - Marketing
- Cima Landscaping - Landscaping
- Good Sales & Leasing - Transportation
- MAC Cosmetics - Cast makeup

### Sponsorships:

- Kaiser Permanente - Season sponsor
- HUB International
- ABM Building Solutions
- Bevier Law Office
- Quick Quack Car Wash
- Hefner Law
- Tower Cafe
- William Glen
- Rosenfeld Law Firm
- Kitchell
- Bagatelos Glass
- DLR Group
- Rider Levett Bucknall
- Skyline Scaffold
- Spinitar
- BP Productions
- Comstock's Magazine
- DiTomasso Dental
- Hyatt Regency
- Pecorelli Productions
- SMUD
- TriCounties Bank
- Artisan Salon
- Bryan Allen Events
- Edward Jones
- Delfino Madden
- Firecode Safety Equipment, Inc.
- Lyon Real Estate
- The Sacramento Bee
- Taylor & Wiley

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
150 tickets for <i>Aladdin</i>	\$3,325.00
200 tickets for <i>In the Heights</i>	\$10,200.00
Educational guide for <i>In the Heights</i> printing costs	\$407.81
Teaching Artist workshop fees	\$1,200.00
Teaching Artist travel, housing, and expenses	\$1,547.19
Show Time camp tuition (4 students)	\$1,400.00
80 tickets for <i>Dear Evan Hansen</i>	\$3,920.00
<b>Total Allocations</b>	<b>\$22,000.00</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
Teaching Artists	September 2019 – June 2020
Arts Education Staff	September 2019 – June 2020

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
Elk Grove USD	<i>Alladin</i> performance	✓	May 19, 2019
Elk Grove USD	<i>In the Heights</i> performance	✓	August 22, 2019
Elk Grove USD	<i>In the Heights</i> in-school workshop	✓	August 27, 2019
San Juan USD	<i>Alladin</i> performance		May 19, 2019
San Juan USD	<i>In the Heights</i> performance		August 22, 2019
San Juan USD	<i>In the Heights</i> in-school workshop		August 28, 2019
San Juan USD	<i>Show Time Performance Camp</i>		July 29–August 2, 2019
Sac City USD	<i>In the Heights</i> performance		August 22, 2019
Sac City USD	<i>In the Heights</i> in-school workshop		August 28, 2019
Elk Grove USD	<i>Dear Evan Hansen</i> performance	✓	January 23, 2020
San Juan USD	<i>Dear Evan Hansen</i> performance		January 23, 2020

## CALIDANZA DANCE COMPANY

**Arts Organization Lead:** Steven Valencia

**Email:** calidanzaco@gmail.com

**Phone Number:** (916) 599-9820

**Arts Organization Education Lead:** Rosario Rocha

**Email:** calidanzaadmin@gmail.com

**Phone Number:** (916) 599-3441



### **Vision and Goals for Arts Education**

The vision for our arts education program is to expand our after school programs to other school districts in the region by adding Mexican folk dance to schools all around our city. We also wish to develop a viable artist residency in various schools around the region, educating students and teachers alike to the Mexican culture while making a viable connection to their current education goals.

Our goals are to effectively develop these programs within the next five years across our region. We will work diligently to place programs in schools across our region in both after school and artist residencies. We will also work to train our artist to work in the schools with education leads and teachers.

### **Description of Arts Education Program**

Our Arts Education program consists of three layers. First, we are a part of the Any Given Child project and offer educational assemblies to schools around the region. The goal of this project is to educate students about our traditions and customs of Mexico through music and dance. The second layer of our arts education program is our after school programs. We have various programs throughout the city where we offer after school programs in Mexican folk dance for high schools and elementary schools. The program teaches the principles of Mexican folk dance as well as team building, social skills, and discipline. Finally, we are developing artist residencies. It is our goal to place artist residencies in various schools around the region in order to inline Mexican folk dance and culture with our students' education and incorporate valid information and history about our culture to our students' curriculum to help bridge understanding and empathy.

### **Description of Arts Education Professional Development Provided for Schools**

We have developed a curriculum for educators to prepare students for our annual Christmas production. The study guide provides educators with background on the show, history and relevant information.

### **What Was Accomplished Through the SCOE Arts Education Grant?**

The SCOE Arts Education Grant allowed our organization to reach various goals in our ability to develop a more viable arts education program; provide training to our staff and administration as well as build a stronger relationship with other arts organizations in our city. With assistance from the SCOE grant, we have been able to build new programs that will benefit students across the city that coincides with our mission to educate our community. The grant has been instrumental in kick starting our efforts to create artist residencies throughout the city. This year has brought much training, education and programming in part, because of the grant and training provided.

## Areas of Support Needed for Implementation of Arts Education Programs

The areas that are needed for support in arts education are:

1. Funding: Both schools/districts and arts organizations need help funding these critical programs to help educate and enlighten students in arts education as well as to help develop future artists.
2. Training: Teaching artist should have more access to training and collaboration training with educators to enhance their work in the school. There should be continuous training for arts administrators, teaching artist, educators, and volunteers in working in conjunction with schools and how to relate their discipline with current study subjects.
3. One-on-one training for teaching artist: Some art is very specific; we should have a program that pairs artists with an expert in curriculum/CAS so a viable plan could be developed to enhance the artist's program in the school.
4. Development of a website: The website would be created for schools/districts and artist where schools could request programs and artist could respond.

## Areas of Funding Resources to Support Arts Education Programs

(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)

1. Organization's budget
2. District partnerships
3. Grants (CAC-SMAC)
4. Donors (individual)

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Supplies/Dance Materials	\$6,000
Training for Artist	\$3,000
Participation in Arts Education COP	\$2,000
Marketing	\$2,000
Instructor Fees	\$6,000
Rental	\$3,000
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
Teaching Artist	October 22, 2019

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
TRUSD	After School Program (5)		August 2019–June 2020
SCUSD	After School Program (1)		August 2019–June 2020



# CLARA (E. CLAIRE RALEY STUDIOS FOR THE PERFORMING ARTS)

**Arts Organization Lead:** Megan Wygant, Executive Director

**Email:** mwygant@claramidtown.org

**Phone Number:** (916) 823-5078

**Arts Organization Education Lead:** Emili Danz, Education and Outreach Director

**Email:** edanz@claramidtown.org

**Phone Number:** (916) 572-9382



## Vision and Goals for Arts Education

CLARA works to create a future where all children have access to a robust arts education and creative opportunities to experience the diverse and culturally-rich arts landscape of our city. It is our goal to support both classroom teachers and teaching artists across all disciplines so that learning can be enriched and experienced with the arts at the core. We believe that this can only be accomplished through the collaborative efforts of school teachers and staff, teaching artists, and community arts partners.

In order to ensure consistent, high-quality delivery of arts education, CLARA will provide professional development for educators and artists to deepen their understanding in arts integration and best practices for teaching art in a classroom setting. Through this work, we hope to build a community network of arts educators so that our outreach can continue to thrive.

## Description of Arts Education Program

CLARA started as an innovative partnership between the City of Sacramento and the Sacramento City Unified School District (SCUSD) in which the District donated a decommissioned school building to be a home to seven diverse cultural organizations in exchange for free arts outreach programming to designated Title I schools in SCUSD.

The CLARA tenant/SCUSD partnership serves over 3,800 students annually through in-school artist residencies, after-school classes, interactive field trips to performance events, internships, and a two-week summer camp. In early 2019, in an effort to deepen our programmatic impact, CLARA expanded its arts education programs beyond SCUSD to offer programming to all of Sacramento County's 13 school districts. In order to meet the growing requests for these programs, we recognize that we must develop and train a cohort of qualified teaching artists and arts professionals who can provide high-quality teaching in a school environment.

Our program offerings:

ARTIST RESIDENCIES bring a professional teaching artist into the classroom for a 10-week residency to provide standards-aligned arts curriculum to students grades TK–12. Residency includes option for customized curriculum integration, all class materials, and a culminating performance and certificate ceremony.

AFTER-SCHOOL CLASSES extend the school day learning with after-school performing arts classes in a variety of disciplines. Classes are available in 45-, 60-, and 90-minute sessions, Monday through Friday.

*CLARA, continued*

DIGITAL FIELD TRIPS allow students to go behind the scenes of a professional theatre or dance rehearsal and interact with performers and production staff from Capital Stage and Sacramento Ballet through this exclusive interactive experience. Classrooms can view a live-stream tour of the CLARA rehearsal studios, observe an in-progress rehearsal, and participate in a live Q and A.

ARTS UP FRONT allows students to learn from musicians, directors, designers, choreographers, and production staff about the behind-the-scenes aspects of live theatre and dance productions. Arts Up Front provides students with interactive workshops and experiences around a ticketed performance. Experience includes 4 in-class workshops, 1 digital field trip, 40 performance tickets, and bus transportation for the event.

PERFORMING ARTS SUMMER CAMP provides continued learning over the summer with a 2-week performing arts camp open to all levels and abilities. The camp includes over 15 different classes in dance, music, theatre, and production arts with a culminating performance event for family, friends, and community members.

ARTS INTEGRATION CURRICULUM DEVELOPMENT for teachers looking to integrate the newly adopted California Arts standards into their classroom, CLARA staff work with teachers and teaching artists to design customized lessons that integrate standards-aligned dance, music, and theatre into English, Math, Science, Social Studies, and more.

## **Description of Arts Education Professional Development Provided for Schools**

Beginning in January 2020, CLARA will provide two professional development series for classroom teachers and teaching artists through monthly arts education workshops onsite at CLARA. This PD is open to schools across the county and will serve two groups of educators:

### ***1) The Art of Leadership and Teaching Artistry: PD for Emerging Teaching Artists***

ALTA Workshops are designed to support artists interested in developing their leadership skills through the arts and/or becoming trained teaching artists in a classroom setting.

These workshops are led by local industry experts and conclude with purposeful conversation among attendees to foster meaningful connections and collaboration within our arts community.

Artists will learn the fundamental tools necessary to teach their craft while building personalized approaches to building community and culture as an arts leader. Workshop content will address specific topics such as strengthening relationships in the classroom, establishing procedures and capturing attention, and effective communication strategies in individual and group settings.

### ***2) The Arts Integration Collaborative: PD for Established Teaching Artists and Classroom Teachers***

AIC Workshops bring teaching artists and classroom teachers together to work side-by-side to create arts-integrated curriculum in English Language Arts, Math, Science, and Social Studies.

The workshops will facilitate learning and skills exchange between participating teachers and teaching artists through the course of the series.

*CLARA, continued*

This symbiotic relationship between artists and teacher will serve two purposes: the classroom teacher will be able to share classroom management techniques and lesson planning skills with the artists while the teaching artists will share their arts expertise to make learning through the arts more comfortable and successful for the classroom teacher.

Note: CLARA is also available to provide specific PD training and support to individual school sites or districts by bringing customized workshops to their location.

### **What Was Accomplished Through the SCOE Arts Education Grant?**

Through the SCOE Arts Education Grant, CLARA was able to design a 12-month schedule of professional development offerings for teachers and teaching artists to deepen the work of arts education through in-school artist residencies. We also grew our network of trained and available teaching artists to 42 members in 14 different arts disciplines that can now provide arts education to all 13 districts in Sacramento County. We have officially partnered with 3 additional districts to provide new arts programs and are projected to serve an additional 1,500 students this year.

Part of that growth includes partnering with Capital Stage to bring our Arts Up Front program to 1,000 high school students to attend workshops and a student matinee performance of the Spring 2020 production of *Pass Over*. Our growing network of teaching artists, as well as strengthened and strategic collaboration with partnering organizations, has allowed us to greatly increase our capacity and serve significantly more students in the region.

### **Areas of Support Needed for Implementation of Arts Education Programs**

CLARA has increased the organization capacity to serve a substantial number of new schools and districts with our programs. At this time the greatest area of support is around helping districts identify funding sources so that we can bring our programs to their schools. We are currently seeking our own funding to offset the cost of programs and offer opportunities at a subsidized rate. Another area of support needed is in effective marketing/communication strategies to share the opportunities now available to teachers, artists, and school sites through CLARA.

Last, we need support in providing transportation assistance (whether through offsetting the cost of transportation, providing fingerprinted chaperones for field trips, or simplifying the process of securing buses) so that we can offer additional interactive field trip opportunities to allow students to experience live art and performances in their local community.

### **Areas of Funding Resources to Support Arts Education Programs** *(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

CLARA provides arts education programs with support from a variety of funding resources. Our SCUSD programs are made possible through our partnership with building tenants in exchange for reduced rent. All other programs are supported through grant funding (county, state, and foundations), individual donations, and fee-for-service programming.

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Marketing Collateral	\$1,000
Art Up Front Expansion/Planning with Capital Stage	\$3,000
CLARA Community Arts Network Program Design	\$4,500
Professional Development Workshop Design	\$9,000
Teaching Artist Training and Development	\$2,500
Community of Practice Team Meetings	\$2,000
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
Arts Organizations and Teaching Artists	September 23, 2019 3:00–5:00 p.m.

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
Sacramento City	Artist residencies, assemblies, field trips, after-school classes, Arts Up Front, arts internships, summer camp		Year-round
Folsom Cordova	Assemblies, artist residencies, after-school programs		August 2019–June 2020
Robla	Artist residency		March 2020
Galt Elementary	After-school classes, artist residencies, field trips		January 2020–June 2020
Twin Rivers	Field trips		December 2019

# CROCKER ART MUSEUM

Arts Organization Education Lead: Mallorie Marsh

Email: mmarsh@crockerart.org

Phone Number: (916) 808-7364

# CROCKER art museum

216 O Street · Sacramento, CA 95814

## Vision and Goals for Arts Education

The Crocker Art Museum is first and foremost an educational institution. As stated in the Crocker's mission, it is dedicated to promoting an awareness of and enthusiasm for human experience through art. The role of the education department is to provide expertise that serves as a conduit between art and the multiple perspectives and responses derived from art engagement. The Crocker's key educational aim is to attract, involve, and engage diverse audiences toward a deeper understanding and appreciation of art.

## Description of Arts Education Program

The Crocker Art Museum's **School and Teacher Programs** offer a full range of experiences to spark creativity and critical thinking. At the Museum, we offer **Tours** as well as **Tour+** programs. Tours are led by docents, a special volunteer corp trained in art history, inquiry, and dialogue. Docents lead students on tours that delve into art in new and surprising ways. Since no two docents are the same, no two tours are the same. Each docent is encouraged to consider requests, the academic and developmental level, along with the interests of their students. Docents come from many different backgrounds and choose to give back to their community by sharing their love of art! Tour + programs are facilitated by both Education staff and volunteer Docents. Trained docents will lead the tour portion, and Museum Educators will lead the hands-on workshop, building upon ideas introduced during the tour.

We will also present fun and engaging arts education experiences **At Your School**. For example, **Crocker-to-Go** brings trained docents to engage students with an interactive, multi-media presentation of works from the Museum's permanent collection. Students learn strategies for looking, reading, and thinking critically about a work of art. The **Artist-to-Go** program puts an art teacher in the classroom to guide students through a standards-based, hands-on art project, including all art supplies. For schools that are looking for an out-of-school time experience, **Community Art Night** ignites the creative spark in students, parents, and educators during a fun, fair-like evening designed to build a positive and unified school community. Community Art Night is fun for all ages and artistic abilities.

Our largest school outreach program, the **Art Ark**, is the Crocker's mobile arts education center. It has been on the road since 1980, serving more than 475,000 students in grades K-8, teachers, parents, and community members. The program is designed to enhance arts education being taught in schools, and to provide instruction for schools and school districts that have reduced their arts education programs. The current installation, American Narratives, is an interactive exhibition that invites students to study the lives and art of North American artists. Students will build visual literacy skills as they explore how art can tell the stories of the diverse people who call this country home.

We also offer **Teacher Workshops** where teachers can enjoy creative professional development. The Crocker is a beautiful setting for all teachers to network, gain skills, and acquire resources that support and extend visual arts education. We welcome all-level teachers, school administrators, community educators, and teaching artists to collaborate with us and explore all the Museum has to offer to ensure students have the foundation they need to succeed.

As a leading provider of arts education in the greater-Sacramento area, the Crocker Art Museum knows that offering programs that align with the Content Standards is crucial for the success, integration, and participation of teachers and students. We want to make teachers' lives a little easier, so we work in close alignment with the content standards for all of our school program offerings.

### **Description of Arts Education Professional Development Provided for Schools**

The Crocker is a beautiful setting for all teachers to network, gain skills, and acquire resources that support and extend visual arts education. We welcome all-level teachers, school administrators, community educators, and teaching artists to collaborate with us and explore all the Museum has to offer to ensure students have the foundation they need to succeed.

We are offering the following Teacher Workshops for the 2019–2020 school year:

#### ***Teacher's Night Out: Educator Soiree***

Thursday, October 10, 2019 • 6 – 8 PM • 21+

Kick off the school year right! You are invited to a special evening at the Crocker for mingling, music, and art with just a touch of professional development. Held in conjunction with Art Mix/Combust, this 21+ event features live performances, art activities, art tours, and most of all a wonderful opportunity to connect with the region's premier cultural organizations who will be on hand to showcase their educational offerings for grades K–12. Complementary wine is available for all educators, and food is available for purchase.

#### ***Teacher Workshop: American Indian Art***

Saturday, November 2, 2019 • 10:30 AM – 1 PM

Using the exhibitions "Pueblo Dynasties: Master Potters from Matriarchs to Contemporaries" and "When I Remember I See Red: American Indian Art and Activism in California" as inspiration, participants will learn culturally competent ways to teach American Indian art, history, and culture in the classroom.

#### ***Teacher Workshop: Mindfulness + Empathy***

Saturday, February 8, 2020 • 10:30 AM – 12 PM

Experience the benefits of mindfulness, including its capacity to build empathy. Techniques will include close observation and meditation techniques.

*Crocker Art Museum, continued*

### **Teacher's Day Out: Black History Month Celebration**

Sunday, February 16

Now considered one of Sacramento's premier events for all ages, the Crocker's Black History Month Celebration will add a new feature in 2020 focused on opportunities and resources related to African American history, art, and culture available for classroom teachers. Teachers will be able to experience hands-on art projects and demonstrations, and also get lesson plans to take back to the classroom. They will also receive a list of teaching artists (in both visual and performing arts) in the region that offer services to schools. Join us for this free and fun event that is certain to help support teaching in amazing ways.

### **Teacher Workshop: Visual Literacy 20/20**

Saturday, March 7, 2019

The ability to make meaning from visual text is an increasingly critical skill for 21st century students. Join us as we delve into theory and practices for developing visual literacy in students and ourselves.

### **Teacher Workshop: Storytelling Series**

10:30 AM – 1 PM

April 4: Storytelling in Painting

May 2: Storytelling in Ceramics

Educators will be introduced to storytelling techniques and apply these skills to the classroom and in introducing art to students. These workshops include close examination of art and hands-on activities; you will leave with many creative ideas for integrating art in the classroom. Teachers are encouraged to attend both sessions.

### **Custom Professional Development**

We also offer custom-designed professional development workshops. Let the Crocker customize professional development or team building for your group. Suggested topics include, but are not limited to: developing creativity with Common Core, art process workshops, art of the Gold Rush, or STEAM integration. Our team of professional Museum educators will work with you to create a customized experience, at your site or at the Museum.

## **What Was Accomplished Through the SCOE Arts Education Grant?**

The SCOE Arts Education Grant allowed the Crocker to build our capacity for providing effective arts education programs in a variety of ways.

We were able to dedicate staff to look at school data and areas of need in arts education services. We broadened our database to ensure we were sharing information about services, including no cost resources, to teachers and students.

We were better able to communicate our programs, theories, and policies to schools in Sacramento County.

### *Crocker Art Museum, continued*

We increased our brand awareness by strategically targeting school audiences with information about our programs. We were able to expand the mailing of our 2019–20 School & Teacher Programs Brochure to every school in Sacramento County. The Brochure itself was expanded to include narrative elements as well as a more developed section on the Content Standards. The expanded Brochure, coupled with the targeted distribution plan, will increase the equity in access for schools in learning about the opportunities the Crocker provides.

Artful Discussion flipbooks were printed for active docents to increase their knowledge of dialogue and questioning strategies that align with work in the classroom. Additionally, materials such as improved lunch storage carts were purchased to make the Museum visit flow more smoothly.

Our mobile Museum, the Art Ark, includes an online curriculum guide for teachers who are touring the Ark. Through feedback from formal evaluations of the Art Ark program, teachers have consistently asked for lessons and a curriculum guide to accompany their visit. Although an online guide was available, this feedback told us that people are not finding and accessing the online guide. With funds from this grant, we were able to print our existing curriculum guide for distribution to all teachers that tour the Art Ark with their students to increase the use of the guide, which will deepen and expand the objectives and outcomes of the Art Ark program.

Lastly, we were able to begin production on a video that will be sent to schools to encourage and ease visitation. The video orients students and teachers to behavior expectations and builds excitement for their upcoming visit.

All of these measures will enhance existing programming for schools and teachers in Sacramento County, both at the Museum and at their school sites.

### **Areas of Support Needed for Implementation of Arts Education Programs**

The Crocker would be grateful for the opportunity to continue to expand our capacity to serve in the following ways:

- To increase access to and expand our Teacher Workshop audience, we would use grant funds to subsidize admission fees for our 2019–20 teacher workshops, offering them for free to teachers in Sacramento County and pay honorariums to presenters.
- To support student participation in the Museum's Bus on Us program, which would cover the cost of a visit to the Crocker, including bus fees, a Tour + Workshop, and a pre-visit to the classroom to meet students and prepare them for their tour. A Free Family Pass would also be given to each student, inviting them back to the Crocker with up to 4 family members and friends.
- To better prepare our docents and staff to tour and provide a high level of service for all of our visitors, we would use grant funds to bring in presenters for our Docent Continuing Education Colloquia series. 2019-20 marks the 2nd year of our Diversity and Inclusion Initiative, a joint effort between Education staff and the Docent Council. Year two has a focus on Continuing Education, and we would contract with providers and trainers from non-profit, educational, and professional fields to provide Diversity, Inclusion, Equity, and Access training to our more than 150 active docents.



**Areas of Funding Resources to Support Arts Education Programs**  
*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

Currently, we lack funding for school programs. Some of our programs have fees that are paid by participants. We work with a number of corporate and private donors to secure funding for Arts Education programs, but most of our programs are underfunded and we increasingly are forced to share costs of these with students and teachers. It is our aim to offer all student and teacher services for free or at a low cost, and this grant enables us to continue to do so. We are grateful to our donors, and members, who generously support the work that we do.

**2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)**

Description of Activity	Allocation
Printed material for 2019-20 school programs (includes design, printing, postage, and admin. time for targeted distribution)	\$6,400
Lunch and backpack storage carts for field trip visitors	\$900
Printing Artful Discussion flipbook for docents – providing them with an in-gallery tool for facilitating dialogue with school groups	\$2,100
Filmography – “before your visit” video for school groups	\$6,300
Printed curriculum guides for Art Ark: American Narratives	\$1,800
Staff participation in Community of Practice meetings	\$2,000
Catalogues and other teaching resources to be distributed at Teacher Workshops	\$500
Teacher engagement – tickets to public programs	\$2,000
<b>Total Allocations</b>	<b>\$22,000</b>

**Professional Development of Arts Standards**

Description of Target Group(s)	Scheduled Date and Time
Docent Colloquium: 150 active and sustaining docents and Education staff	Wednesday, January 8, 2020 @ 12:45 PM Crocker Art Museum Auditorium

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity and Date(s)
Arcohe USD	Art Ark October 2019
Center Joint USD	Tour+ Art Workshop November 2019
Elk Grove USD	Art Ark (September and December 2019) Community Art Night (January 2019) Tour+ Art Workshop/Bus on Us (September and October 2019) Museum Tour (October and November 2019/March 2020) Tour + Art Workshop (December 2019/January and February 2020)
Folsom Cordova USD	Art Ark (September 2019/February and May 2020) Museum Tour (November 2019)
Natomas USD	Museum Tour (September and October 2019) Tour + Art Workshop (October 2019/ February 2020)
River Delta USD	Art Ark/Community Art Night (March 2020)
Sacramento City USD	Art Ark (September and October 2019/March 2020) "A" is for Art Tour (October 2019/April 2020) Museum Tour (October and December 2019/May 2020) Tour + Art Workshop (February 2020)
San Juan USD	Art Ark (November 2019) Community Art Night (April 2020) Museum Tour (September and December 2019/May 2020) Tour + Art Workshop (January 2020)
Sacramento COE	Museum Tour (November 2019)
Twin Rivers USD	Community Art Night (May 2020) Museum Tour (July, October, and November 2019) Tour + Art Workshop (September, November, and December 2019)

**Please note:** Information provided about district arts education reflects program bookings as of September 1, 2019. Artist-to-Go, Teacher Workshops, and many school tours will be booked after September 1 for programs happening later in the school year. Therefore, this list is not reflective of all of the districts we will serve in the 2019–20 school year. Also note that the months listed above often reflect multiple program dates.

# IMAGES THEATRE COMPANY

Arts Organization Education Lead: Lisa Lacy

Email: [lisa\\_lacy@sbcglobal.net](mailto:lisa_lacy@sbcglobal.net)

Phone Number: (916) 320-6317 cell

(916) 428-1441 message business line



## Vision and Goals for Arts Education

1. Continue contracting with the Any Given Child (AGC) Program in the capacity of Theater Arts, Teaching Artist (Integrated and/or Theme-Based Arts) in schools.
2. Develop two Arts Engagement/Exposure Productions: 1) Civil Rights (2019/20) for Grades 3–12 and 2) History of African-American Music (2021) for Grades 1–12 that align with CA Arts Standards.
  - Develop Arts Engagement/Exposure curriculum guide that accompanies each production to deepen and enrich the arts experience for both students and teachers.
  - Provide Arts Exposure assemblies through Any Given Child program.
  - Contract directly with schools to provide assemblies, especially during African-American History Month.
3. Increase arts access, engagement, and exposure through the development and implementation of a new Images Theatre Company (ITC) program, "Masters Arts Workshops and Performance Series," which integrates the arts (Theater, Music, Dance, and Literary Arts) with Social Emotional Learning (SEL).
  - Align Master Arts Workshops with CA Arts Standards and SEL competencies.
  - Develop curriculum guide/lesson plans.
  - Provide training to professional/seasoned Teaching Artists on arts integration w/ SEL, competencies, and CA Arts Standards.
  - Pilot in a minimum of four selected Sacramento schools in 2020.
  - Provide a performance arts exposure experience for students through complimentary tickets to an ITC and/or other partner, nonprofit theater company.
4. Increase ITC Teaching Artist pool.
  - Recruit and train new teaching artists.
  - Include performing arts professionals and celebrities in theater, music, dance, and/or literary arts in the Teaching Artist pool to provide Master Classes to students.

## Description of Arts Education Program

Images Theatre Company (ITC) is a culturally focused nonprofit company that provides performance arts training and arts access and exposure experiences through productions that are specifically crafted to meet the needs of the underserved and diverse students and audiences. ITC's current arts education program includes the following components:

### **Community and/or Professional Productions**

ITC develops, produces, and provides both community and professional culturally focused full-length musicals and/or dramatic productions for student matinees and the public. Productions provide arts access and exposure to diverse and underserved students and audiences, and generally are African-American centered and focus on history, culture, and/or stories and topics (ageism, mental health, substance abuse recovery, etc.) that impact all communities.

### **Teaching Artist Residencies/Theatre Arts**

Through the AGC program or privately contracted services with schools, a professionally trained Teaching Artist provides Theatre Arts integration (into a core subject curriculum) and/or a theme-based experience of the art discipline for students in a classroom setting. Courses are aligned with all age-appropriate standards. Residencies are 10 or 6 weeks, respectively. We seek to expand these services over the next year to include more artists of various arts disciplines.

### **IMAGINE: Children/Youth Performing Arts Touring Component**

Students experience a culturally-centered, educational arts assembly comprised of an original play, "Marching to Freedom." The production is specifically designed to teach and enhance knowledge concerning African-American narratives, history, and achievements during the Civil Rights Period. A Curriculum Study Guide is available for teachers to increase student understanding and knowledge of the theater and historical experience. Each show is 45 to 60 minutes and can be tailored to meet the needs of the school (e.g., Celebration of Dr. King's Birthday, African-American History Month, etc.). Assemblies are appropriate for Grades 3–12.

### **Legacy Youth Project (LYP) Community**

To increase arts access and educational opportunities for underserved youth in lower-income communities, ITC designed and implemented the LYP which teaches students to reflect on their current behaviors and the legacy that they wish to leave the world. For 6 weeks, youth ages 13–19 participate in an intense Theater/Performing and Literary Arts program. Instruction in acting, performance poetry/spoken word, topic driven monologue, and/or writing of scenes are provided by professional artist(s), and the program culminates in a weekend public performance.

### **Legacy Youth Project (LYP) in Schools**

For this LYP component, ITC further developed the curriculum by adding "The Three E's (Engage, Educate, and Empower)," which is a methodology designed to fully engage and immerse students in the program with particular emphasis on performance techniques and writing (English and Language Arts). LYP is specifically designed to align with educational and arts standards for Grades 4–8 and culminates in an in-school assembly and/or public performance for parents and the community. This project is taught in schools over the course of 2 to 3 months.

### **Professional Development Training**

Professional Artists/Trainers work one-on-one and/or in groups with school teachers and/or administrators interested in learning more about theater arts and/or integrating it into core curriculum subjects to develop innovative arts curriculum for students.

### **Directing, Playwriting, and/or Arts Consultant Services**

Professional artists in theater, literary arts, and/or music are available to provide play direction, collaborate and/or write a specific play for the school's identified student population, and/or provide consultant services on theater and/or performance arts projects in districts and schools.

### **NEW ARTS EDUCATION PROGRAMS:**

#### ***Master Arts Workshops and Performance Series***

This is a new ITC project to be piloted in 2020 in specific schools. The project will provide master workshops in theater, music, dance, and/or literary arts integrated with SEL competencies. Workshops will provide exposure and knowledge in the art form, and assist students in understanding their emotions, learning impulse control, and building healthier social and emotional tools to increase aptitude for overall student success.

### **Description of Arts Education Professional Development Provided for Schools**

For over 10 years, ITC has provided Arts Education Professional Development to schools through collaboration and partnering with District administration and Visual and Performing Arts Specialists, school principals, and teachers. We have worked with District, school sites, curriculum specialists, and City Governmental Arts Programs (Sacramento Metropolitan Arts Commission) to develop programs in schools (e.g., LYP, African-American History Month Productions, IMAGINE Arts Exposure Assemblies) and have also participated in training modules with teachers and administrators.

In a consultancy role, ITC has provided assistance with the development of curriculum to align theater projects with diverse students, educational and arts standards, and developed comprehensive lesson plans and/or curriculum guides for teachers. We have shared Theater units and lesson plans with teachers to increase knowledge about the Theater art form and provided games/exercises that teachers may continue to use to engage students, long after we have left the classroom.

For our upcoming, new Master Arts Workshop and Performance Series project, we shall partner with a minimum of four (K–12) schools in lower-income areas, as we continue to provide arts education to underserved students.

### **What Was Accomplished Through the SCOE Arts Education Grant?**

Overall, the SCOE Arts Education Grant has assisted ITC in building our arts education capacity through the development of our new Master Arts Workshops and Performance Series, revitalizing, revising, and strengthening older programs, and increasing our visibility, networking and collaboration with the 13 School Districts and other major, arts nonprofit organizations. These all provide new avenues of opportunity to reach students and for ITC to increase our program and fiscal sustainability in arts education.

Specific, accomplishments are as follows:

- Re-imagining, revitalizing, and revising IMAGINE, ITC's Children/Youth Theatre Component production, script and curriculum guide for schools.
- Re-applying for IMAGINE to again be a participant in the AGC Arts Exposure Assemblies.

### *Images Theatre Company, continued*

- Creation of a new program, Master Arts Workshop and Performance Series, which four schools have already signed on as pilot sites. And, other schools/districts have indicated interest.
- Developed recruitment and established with additional Teaching Artists under ITC umbrella for various arts disciplines (theater, music, dance and literary arts).
- Contributed to Sacramento's Creative Arts Economy by hiring a part-time Assistant Director of Education and having the ability to pay teaching artists and artist/actor fees for the Master Arts Workshop and Performance Series and IMAGINE, respectively.
- Provides a portion of funding necessary to pilot the Master Arts Workshops and Performance Series in four schools.
- Increased knowledge via training on new CA Arts Standards.
- Increased visibility and collaboration with school district, lead teachers, and other arts nonprofits.
- Increase capacity and sustainability of ITC's arts education programs as a result of the grant.

### **Areas of Support Needed for Implementation of Arts Education Programs**

To be successful with the implementation of ITC's Arts Education Programs, it is critical that we continue meeting with SCOE, school districts, and other arts nonprofits. We have just begun to touch the surface of all that we can accomplish through continued collaboration.

In addition to collaboration, ITC's specific areas of needed support are as follows:

- Continuation of funding to assist with implementing the programmatic ideas (Master Arts Workshops and Performance Series) that were developed during this Year 1 cycle. This includes but is not limited to: Teaching Artists and Performing Artists fees, training, provision of supplies and equipment, and augmenting costs for productions used for student training and/or arts exposure community educational experiences.
- Gratis and/or reasonably priced school auditoriums, venues, or facilities for training and productions
- Ongoing Professional Development Training for Teaching Artists on Arts Integration and CA Arts Standards
- Transportation for students to see arts exposure theater productions
- Media, Marketing, and Printing Support
- Performance Materials and Supplies

### **Areas of Funding Resources to Support Arts Education Programs**

*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

For 2020, ITC is primarily seeking arts education funding to support its new Master Arts Workshops and Performance Series program and to continue its work in arts education with the AGC program and in underserved communities. Additional funding resources are needed for supplies, Teaching Artists' salaries and training, productions, Performance Artists, and venue/facilities fees.

To support our effort of building the capacity for arts education, ITC is utilizing monetary resources from the SCOE Year 1 grant and shall use the pledged Year 2 funds. We are also applying for grants from the City, County, Foundation, and Corporations. ITC has already implemented a social media fundraising campaign, and shall continue fundraising and seeking corporate sponsors. Additionally, we shall work to secure collaborative

partnerships and contracts with school districts, schools, community organizations, arts nonprofits, and churches to support our efforts.

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
SCOE Meeting Attendance and Follow-up Meetings for Program Development	\$2,000
Masters Arts Workshops and Performance Series – Initial Start-Up Fees for one of four Pilot Schools (Includes but is not limited to Teaching Artist fees, Supplies, Performance Artists, Support Staff, etc.)	\$12,000
Development of Curriculum Guides and Lesson Plans for: 1) Masters Arts Workshop and Performance Series and 2) IMAGINE’s Arts Engagement and Exposure Experience Both are designed to meet CA Arts Education Standards and, when applicable, Common Core Standards.	\$3,000
Revitalization of IMAGINE Children/Youth Touring Company’s 1st production, “Marching to Freedom.” (Includes but is not limited to Artist Fees, Script Revision, Rehearsals, etc.)	\$2,700
Teaching Artist Recruitment and Standards, Training, Travel Fees	\$2,300
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
ITC Administration	September 23, 2019 3:00–5:00 p.m.
ITC Teaching Artists (as hired)	TBD - Targeting December - January 2020 - Ongoing

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
Twin Rivers USD	Implement Pilot of Master Arts Workshops and Performance Series in School #1		January–February 2020
Sacramento City USD	Implement Pilot of Master Arts Workshops and Performance Series in 3 additional schools		March–June 2020

# SACRAMENTO BALLET

Arts Organization Lead: Grant Spencer

Email: [gspencer@sacballet.org](mailto:gspencer@sacballet.org)

Phone Number: (916) 732-3671



## Vision and Goals for Arts Education

We seek to share the joy of dance with students young and old, as we provide opportunity for personal growth, positive development, poise and fitness. It is critical that we eliminate all barriers to access, whether physical, financial or social, by providing opportunity for all.

## Description of Arts Education Program

### *Leaps & Bounds (pilot 2019–2020)*

- Forty-five students between two schools
- No cost to families
- Thirty weeks of structured dance education in correlation with the California Arts Standards
- Two field trips to The CLARA Studios to watch rehearsals
- Free tickets for children and parents to attend The Nutcracker
- End-of-the-year performance on a professional stage
- Three students selected to receive a scholarship to The School of Sacramento Ballet

### *Nutcracker Community Event*

- Four SCUSD schools selected each season
- Six hundred free tickets provided to each school
- \$1,500 in transportation costs provided to each school
- Three educational lesson plans geared to understanding storytelling through movement
- Lesson plans also discuss theatre etiquette for new audience members

## Description of Arts Education Professional Development Provided for Schools

After the 2019–2020 Season, Leaps & Bounds will include professional development workshops for Teaching Artists. These workshops will include a review of all teaching content for the 30-week syllabus, as well as understanding how each lesson follows California Arts Standards.

## What Was Accomplished Through the SCOE Arts Education Grant?

- Redeveloped the Any Given Child Assembly for offsite locations
- Redeveloped the Leaps & Bounds afterschool program
- Support of our Nutcracker Community Event, which provided four SCUSD schools with 600 tickets each plus transportation



## Areas of Support Needed for Implementation of Arts Education Programs

It all goes back to money and resources. We understand there is greater opportunity than we currently can satisfy with the limitations of our budget. Additional funds for teachers, materials, and professional training would allow us to expand our programming to other schools.

## Areas of Funding Resources to Support Arts Education Programs (i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)

The program is part of our annual operating budget. We support it through donations from individuals and institutions, as well as the generous contribution from SCOE. We cover any shortfall through our general operating budget (though, of course, doing so reduces funds available for other needs).

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Planning support for AGC Assemblies	\$5,000
Planning support for Community Events	\$4,000
Digital Interactive Field Trip planning support and broadcasting equipment	\$3,000
Planning and liaison time	\$5,000
Planning time and curriculum creation; P/T staff hire to facilitate the program	\$3,000
Meeting attendance	\$2,000
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
TBD	TBD

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
Twin Rivers USD	Nutcracker Matinee		December 2019
Sacramento City USD	Nutcracker Community Event		December 2019
Various	Any Given Child On-site Assembly	✓	November 2019–March 2020
Sacramento City USD	Leaps & Bounds		October 2019–May 2020

# SACRAMENTO CHILDREN'S CHORUS

**Arts Organization Lead:** Daphne Quist

**Email:** [quist@sacramentochildrenschorus.org](mailto:quist@sacramentochildrenschorus.org)

**Phone Number:** (916) 505-2550

**Arts Organization Education Lead:** Alex Grambow

**Email:** [agrambow@sacramentochildrenschorus.org](mailto:agrambow@sacramentochildrenschorus.org)



## Vision and Goals for Arts Education

The Sacramento Children's Chorus (SCC) mission is to develop skilled, passionate and confident students through exceptional music education and performance experiences. Our vision is to inspire a life-long love of music in our students through the pursuit and enjoyment of musical excellence.

SCC believes that music provides a healthy, natural and invaluable opportunity for individual expression while encouraging the development of the whole child, enhancing cognitive, social, physical, and emotional skills. Our singers join at various levels of skill development. SCC is an inclusive organization which provides curriculum and socialization within a safe environment as they learn.

## Description of Arts Education Program

Expand the reach of the SCC music education program through afterschool choral program.

Elementary schools agree to allow SCC to hold an afterschool choir on campus for 3rd – 6th grade students. Students learn through music games, exercises and actual singing. Students become aware of posture, breathing and breath control, blending and working together. At the end of the semester singers participate in an end of session presentation for parents, teachers and administration on the process of singing and learning music. The presentation also includes a choral presentation as well.

Any Given Child – participation in school based assemblies. Singers and director present an inter-active assembly to 1st – 3rd graders and 4th – 6th graders. This program is coordinated through the Sacramento Metropolitan Arts Council.

## Description of Arts Education Professional Development Provided for Schools

SCC provides teachers with handout and activities that can be done with the students before the assemblies are held. In addition, teachers are provided with activities that can be done or used as discussion items after students have participated in the assemblies.

### What Was Accomplished Through the SCOE Arts Education Grant?

Curriculum designed for music teachers to use as a turn-key after school choir program with tools for teaching.

- Curriculum guide for teachers
- Music for teaching
- Tuning Fork, Masking Tape, Name tags, Music Binders, Travel Bag

Workshop – music instructors attend a workshop designed to assist in teaching the curriculum, the music games, breathing exercises.

Workshop – planned for elementary choirs and their singers to work with regional or statewide clinicians at no cost.

### Areas of Support Needed for Implementation of Arts Education Programs

Elementary schools and their districts

CSUS, Los Rios Community Colleges

### Areas of Funding Resources to Support Arts Education Programs

*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

SCC is committed to assisting in the continuation of the after school choirs and any given child. It is part of our strategic plan to reach out to the community for support.

Our plan is to apply for grants and to create partnership with community businesses and/or individual donors.

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Curriculum Development, Updating Any Given Child Teaching Materials	\$1,500
Tools for Teaching Including Music	\$1,000
Marketing/Promotion Materials, Music Instructor and School Recruitment	\$2,000
Staff Oversight, Attending Monthly Meeting	\$5,000
Choir Academy Coordinator, Music Teachers	\$5,500
Choral Academy Workshop for Choir Instructors	\$1,500
Workshop for Elementary School Choirs and Singers	\$4,500
Facility Rental	\$1,000
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
Artistic Staff	September 20, 2019
Board of Directors	September 29, 2019

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
Sacramento City USD	After School Choir		September 2019–May 2020
Twin Rivers USD	Any Given Child	✓	Spring 2020
Elk Grove USD	Any Given Child	✓	Spring 2020
River Delta USD	After School Choir		Fall 2019

# SACRAMENTO METROPOLITAN ARTS COMMISSION



**Arts Organization Lead:** Melissa Cirone

**Email:** mcirone@cityofsacramento.org

**Phone Number:** (916) 808-3983

**Arts Organization Education Lead:** Melissa Cirone, Program Manager for Arts Education

## Vision and Goals for Arts Education

The mission of the Sacramento Metropolitan Arts Commission (Metro Arts) is to support, promote, and advance the arts in the region. Funded by the Sacramento City and County, Metro Arts provides funding to local artists and arts groups; promotes the arts through marketing, outreach, and education initiatives; provides resources to support and increase regional arts education activities; and serves as a community partner and resource.

The Arts Education program of Metro Arts provides access to and engagement in, arts learning experiences for residents of all ages in the greater Sacramento region. The program also provides resources and opportunities for arts organizations, schools, social service and community organizations, teaching artists, and educators to collaborate on and develop educational programming. We meet these goals in numerous ways, primarily through our Any Given Child Program which provides access and equity in arts education for K–8 students in the Capital Region.

We also partner with other City Departments to provide arts education in Sacramento’s neighborhoods, notably through our Artists-in-Residence program which will place an artist in a community in each of Sacramento’s 8 Council Districts. Metro Arts is also growing its service to high school students by extending some of its Any Given Child residencies to high schools (Media Arts) and through the development of its Creative Youth Summits.

## Description of Arts Education Program

Our Any Given Child (AGC) program offers four separate levels of engagement for school districts:

1. **Arts Exposure Experiences:** Arts assemblies and field trips are provided by arts organizations contracted through Metro Arts’ AGC program. Current assemblies include dance, theater, music, and culturally specific performance, presented by some of Sacramento’s premier performing artists and companies.
2. **Artist Residencies (Theme Based):** Artist residencies for classes of up to 35 students. Theme-based residencies focus on learning objectives in the artist’s artform. AGC has a roster of 12 professional teaching artists and offers 6-hour residencies in dance, theater, spoken word, visual arts, and music. New for 2019–20 are residencies in digital media and photography (grades 6–12 only).
3. **Artist Residencies (Arts Integration):** Artist residencies for classes of up to 35 students. 10-hour Arts-integrated residencies focus on learning objectives both in the artist’s art form and another subject area and include learning activities that increase student understanding in both subjects. Current arts-integrated residencies are offered in dance, music, and theater.

#### 4. Professional Development (See Below)

Metro Arts contracts directly with Districts for services, pre-qualifying teaching artists and booking artists with individual schools. Metro Arts also pays 40% of the cost of services, organizes insurance requirements with artists, and pays all teaching artists directly.

### **Description of Arts Education Professional Development Provided for Schools**

Metro Arts offers professional development training for teachers and administrators who are part of the Any Given Child community. We offer between six and eight 3-hour workshops each year, taught by nationally known Kennedy Center teaching artists on a variety of topics. All workshops are free of charge to teachers.

Examples of teacher workshops include:

- Fundamentals of Arts Integration
- Classroom Management
- Digital Storytelling
- Exploring History Through Shadow Puppetry
- Think Like a Scientist

### **What Was Accomplished Through the SCOE Arts Education Grant?**

The SCOE Arts Education Grant has allowed Metro Arts to design a series of workshops for teaching artists and contract with Kennedy Center presenters to help improve the quality of all of our Any Given Child offerings to schools in the upcoming year. We are offering professional development to 22 current AGC artists as well as new teaching artists, helping to increase the size and diversify our roster of artists for the coming year. Our first training is for assembly artists to help them improve their current assemblies and design new ones that are culturally relevant and better meet the educational goals of schools and students of all ages and abilities. Our second program includes four on-site trainings for resident artists to design residencies and lesson plans, learn classroom management, and implement residency plans in a classroom setting. They will also submit residency and lesson plans for critique by Kennedy Center presenters. We believe that this deep dive into professional development will make our pool of teaching artists stronger and better prepared for the work ahead.

### **Areas of Support Needed for Implementation of Arts Education Programs**

The goal of Metro Arts—and the Sacramento Arts Education Consortium—is to ensure that every child in Sacramento County has access to arts education during the school day. To this end, we are committed to spreading Any Given Child from 5 School Districts to all 13 county districts. During the grant period we have added one new district (introduced to us through the work at SCOE), River Delta Unified School District, which is joining our cohort this fall. Increased service to districts means increasing our artists and our internal capacity to handle the work of Any Given Child. Because we subsidize this program significantly, it will mean more funds are needed to support the work. As the need for teaching artists grows, we will have to identify artists and offer them training in teaching artist skills. We also want to continue our professional development and make it a yearly commitment, as artists grow stronger in their teaching artistry. All of this will require more support to continue to implement at a high level.

**Areas of Funding Resources to Support Arts Education Programs**  
*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

Metro Arts will use annual funding allocations from City of Sacramento as well as one-time additional funding allocation for its Any Given Child programs (2019–2020) to support arts education programs. The City cannot accept donations for support but will work with Friends of the Arts, a nonprofit arts education organization whose purpose it is to raise funds for arts education, to build its support for an ever-expanding program. Metro Arts will also seek funding support from California Arts Council, National Endowment for the Arts, and other foundations that fund arts education in the schools.

**2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)**

Description of Activity	Allocation
Arts Assembly Professional Development	\$5,000
Resident Teaching Artist Professional Development	\$14,000
Teacher Professional Development	\$3,000
<b>Total Allocations</b>	<b>\$22,000</b>

**Professional Development of Arts Standards**

Description of Target Group(s)	Scheduled Date and Time
Any Given Child Teaching Artists	September 23, 2019 3:00–5:00 PM
District Teachers	February 2020 (day TBD) 4:00–6:00 PM

**District Involvement with Arts Education: 2019–2020 School Year**

District	Activity	AGC (✓ if applicable)	Date(s)
Sacramento City USD	Residencies, Assemblies, PD	✓	October 2019–June 2020
Twin Rivers USD	Residencies, Assemblies, PD	✓	October 2019–June 2020
Elk Grove USD	Residencies, Assemblies, PD	✓	October 2019–June 2020
Robla Elementary SD	Residencies, Assemblies, PD	✓	October 2019–June 2020
Galt Joint Union SD	Residencies, PD	✓	October 2019–June 2020
River Delta USD	Residencies, Assemblies	✓	October 2019–June 2020

# **SACRAMENTO PHILHARMONIC & OPERA**

## **(SACRAMENTO REGIONAL PERFORMING ARTS ALLIANCE)**



**Arts Organization Lead:** Charla Jeanne Lawson  
(previously Julian Dixon and Megan Swan)

**Email:** Clawson@sacphilopera.org

**Phone Number:** (916) 476-5982 - office

**Phone Number:** (209) 642-0551 - cell

### **Vision and Goals for Arts Education**

The Sacramento Philharmonic & Opera Mission is below. Each section of the Mission that is pointed at education is followed by an asterisk (\*).

The Sacramento Philharmonic & Opera is committed to attaining the highest caliber of music in order to offer the Sacramento region world-class classical music concerts.

- To present innovative programming and repertoire choices that showcase internationally acclaimed, virtuoso conductors and soloists
- To reach the widest audience possible \*
- To contribute meaningfully to the pursuit of Sacramento as a cultural destination \*
- To remain a leader in music and arts education throughout Sacramento \*
- To maintain a creative force within the community, cultivating a new generation of concertgoers and philanthropists, alike \*

To meet these goals, we must continue to create partnerships not only with the community at large, but with our Board, Management, and Staff. In this way, we will be well equipped to remain sustainable and vital and be better prepared to present and uphold the high artistic image to which we strive.

### **Description of Arts Education Program**

Each year, for approximately the past 10 years, we have offered free access to the Link Up! program to Sacramento area schools. This program is implemented by teachers in their daily classroom and culminates in a set of performances at which all the participants are present and get to play along with the onstage Orchestra. Prior to the program implementation we have Professional Development sessions for the teachers to better understand and teach the program as well as ask any questions.

### **Description of Arts Education Professional Development Provided for Schools**

We provide professional development sessions to each of our participating teachers. These are two-hour sessions where the classroom materials are presented and the teachers are able to get a feel for the materials and ask any questions.

We also provide check-ins for each classroom as needed and requested. These are more individualized sessions where both the teachers and students are engaged.



### What Was Accomplished Through the SCOE Arts Education Grant?

We were able to expand our staffing which allowed for more of our staff to be out in the community reaching teachers and students. We were also able to dedicate more time to engaging in the Community of Practice meetings.

### Areas of Support Needed for Implementation of Arts Education Programs

We had a general need for staff to help implement our programs. This was met thanks to the grant.

### Areas of Funding Resources to Support Arts Education Programs

*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

Beyond the SCOE Grant we receive funding from our organizational budget, grants, sponsorships, and individual contributions.

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Art Exposure Experiences - Salary Expenses for Staffing and Planning February–June 2019	\$6,133.33
Art Exposure Exp.- Indirect Administrative and Overhead Expenses February–June 2019	\$533.33
Teaching Artist Residency - Salary Expenses for Staffing and Planning February–June 2019	\$6,133.33
Teaching Artist Residency - Indirect Admin. and Overhead Expenses February–June 2019	\$533.33
Participation in Arts Education COP	\$2,000.00
Professional Development - Salary Expenses for Staffing and Planning February–June 2019	\$6,133.35
Professional Development - Indirect Admin. and Overhead Expenses February–June 2019	\$533.33
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
SP&O Staff, 6–10 people	Tuesday, September 17, 2019 10:00 AM
SP&O Patrons, up to 400 people (won't be full presentation, but information at Open House)	Sunday, September 22, 2019 2:00–4:00 PM
SP&O Board of Directors, 15–20 people	Monday, September 23, 2019 6:00 PM

## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
Twin Rivers USD	Link Up!		October 2019–March 2020
River Delta USD	Link Up!		October 2019–March 2020
Center USD	Link Up!		October 2019–March 2020
San Juan USD	Link Up!		October 2019–March 2020
Sacramento City USD	Link Up!		October 2019–March 2020
Roseville USD	Link Up!		October 2019–March 2020
Nevada County USD	Link Up!		October 2019–March 2020
Natomas USD	Link Up!		October 2019–March 2020
Fairfield-Suisun USD	Link Up!		October 2019–March 2020
Elk Grove USD	Link Up!		October 2019–March 2020
Robla USD	Link Up!		October 2019–March 2020

# SACRAMENTO TAIKO DAN

**Arts Organization Lead:** Tiffany Tamaribuchi

**Email:** TheTTT@gmail.com

**Phone Number:** (916) 880-6614

**Arts Organization Education Lead:** Sascha Molina

**Email:** Sascha124@hotmail.com

**Phone Number:** (916) 880-6614



## Vision and Goals for Arts Education

Sacramento Taiko Dan believes that providing the opportunity for students to experience Japanese Culture through the art of Taiko Drumming provides experiences not otherwise available. These experiences create well-rounded, empathetic, and thoughtful adults who will become future community leaders, societal influencers, and productive citizens.

## Description of Arts Education Program

Our education program introduces students to Taiko Drumming, a Japanese style of percussion, which combines music, movement, and spirit. Through our K–12 assemblies we perform Taiko and summarize the history and cultural importance of the art. Students interact through call-outs (in Japanese), clap rhythm patterns, and get a chance to play the Taiko drums. Through our residency programs, in conjunction with the teacher, students experience rhythm and whole-body movement with Japanese history, culture, and language skills. This blend of physical and musical discipline gives an in-depth and hands-on experience in the arts as individuals, partners, and members of a group.

## Description of Arts Education Professional Development Provided for Schools

Our organization has many K–12 teachers who are part of our performing ensemble. Many of them have begun, or are the faculty lead, of taiko clubs on their school's campus. They bring a unique perspective to our arts education program, and in turn by being part of our organization, they are able to provide better arts education to their home school. We also provide a "Teambuilding with Taiko!" 1.5-hour workshop for faculty which allows participants to experience some of our strategies for implementing our themes through the physical and musical blend of Taiko Drumming. In addition to drums, this workshop uses singing and clapping and also provides participants with tools and techniques to take back into the classroom to enhance student learning and classroom community without the need for additional equipment.

## What Was Accomplished Through the SCOE Arts Education Grant?

Through the SCOE Arts Education Grant, we were able to begin building a 4-6 week multimedia experience for schools that will culminate in a more interactive educational assembly. This will allow students to get more in-depth information on the art of Taiko and learn patterns and songs that they can then implement during the assembly. We visited other Taiko arts educators on the west coast to see what worked and did not work in their programs in order to develop our best practices for this project. This allowed us to begin writing a curriculum that the script for the videos will be based on. We are currently researching the best recording equipment to purchase for this project. Our new brochure design is currently in development, and recording is projected to begin in December 2019.

## Areas of Support Needed for Implementation of Arts Education Programs

The main area of support needed for implementation of arts education programs would be professional development of our artistic staff, which will allow us to provide more educational programs to the school districts in our surrounding area.

## Areas of Funding Resources to Support Arts Education Programs (i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)

Our other areas of arts education support funding comes from our organization budget, which is fueled by student tuition and gigs, and through donations from our community.

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Exploration of best practices and trends amongst other Taiko educators in North America/teaching exchange	\$2,000
Script writing committee fee	\$800
Video recording equipment	\$3,000
Travel reimbursement for filming locations	\$500
Video editor	\$1,500
Studio audio recording time	\$800
Video crew	\$1,000
Educational handout design	\$500
Brochure design	\$500
Handout/brochure printing	\$500
Travel projector screen	\$200
Uchiwa daiko/Narimono (musical instruments) for use by students in assemblies	\$6,000
Assembly development and performer training	\$2,700
Community of Practice participation	\$2,000
<b>Total Allocations</b>	<b>\$22,000</b>

## Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
Performing Members Organization	During annual meeting in December 2019

## District Involvement with Arts Education: 2019–2020 School Year

<b>District</b>	<b>Activity</b>	<b>AGC</b> (✓ if applicable)	<b>Date(s)</b>
Sacramento City USD	Arts Assembly	✓	February 4, 2020
Elk Grove USD	Arts Assembly	✓	February 8, 15, and 20, 2020 March 25, 2020 April 5, 2020 May 23, 2020
RLUE	Arts Assembly	✓	March 21, 2020
Christian Brothers HS	Arts Assembly		March 27, 2020
NSE	Arts Assembly	✓	May 9, 2020
Twin Rivers USD	Artist Residency	✓	March 31 and April 4, 2020
RESD	Artist Residency	✓	March 5, 2020
El Dorado School District	Artist Residency	✓	Continuous part-time

## SOL COLLECTIVE

**Arts Organization Lead:** Estella Sanchez

**Email:** Estella@solcollective.org

**Phone Number:** (916) 410-1256

**Arts Organization Education Lead:** Luis R. Campos-Garcia

**Email:** Luis@solcollective.org

**Phone Number:** (209) 403-9680



### **Vision and Goals for Arts Education**

Sol Collective is a community-based 501(c)(3) partnership whose mission is to provide artistic, cultural, and educational programming, promote social justice, and empower youth of color, marginalized, and underserved communities through art, activism, music, and media.

Our goals include mentoring the next generation of youth artists with continued classes and mentorship, building the capacity of the organization to offer education services in areas like visual arts, media arts, and music, and providing art exposure experiences for underserved communities.

### **Description of Arts Education Program**

Sol Collective provides art exposure experiences in the form of:

- Gallery visits (Sol Collective Gallery), enhanced with an art workshop
- Assemblies
- Art workshops at Sol Collective and at school sites
- Art exhibitions
- Augmented reality travel exhibition
- Pop-ups at schools (art festivals and exhibitions)
- Geodome pop-up art gallery
- Internships and youth-run projects

We believe in using art and culture to develop creativity and engage the students in critical thinking and problem solving. We aim to educate and empower students, with an emphasis on youth from underserved communities, to nourish their appreciation for the arts. Besides the technical language intrinsic to the arts, students will learn the importance of aesthetic appreciation and the use of creativity in problem solving. We offer a variety of art exposure experiences and workshops that provide a quality arts education. Some of the workshops we offer are: Block Printing, Codex Making/Accordion Folded Book Making, Creative Drawing, Sugar Skulls Making, Mini-Altar Making, Piñata Making, Music Production/Beat Making, Poetry, and Painting.

## **Description of Arts Education Professional Development Provided for Schools**

We offer training for educators and administrators. Most of the workshops we provide for students can also be geared towards frontline practitioners and teachers to prepare them to lead art workshops/activities in their classrooms.

Workshops for frontline practitioners include Artivism, Cultural Awareness, Block Printing, Painting, Codex Making/Accordion Folded Book Making, Sugar Skulls Making, Painting, Poetry, and Creative Drawing.

We also offer consulting services for educators.

## **What Was Accomplished Through the SCOE Arts Education Grant?**

- Professional development for our staff
- Visual arts techniques training for staff
- California Arts Standards training for staff
- Organizational Structure and Leadership training for staff and board
- Curriculum development (in process)
- Creation of lesson plans (in process)
- Creation of catalog of offerings (in process)
- Update our website to include services and information that school districts and educators can easily access (in process)

## **Areas of Support Needed for Implementation of Arts Education Programs**

- Funding to hire more teaching artists
- Tools and materials
- Transportation

## **Areas of Funding Resources to Support Arts Education Programs**

*(i.e., Organization Budgets, Donations, Partnerships, Grants, and Contributions)*

- Sacramento Metropolitan Arts Commission
- The California Endowment
- Sierra Health Foundation

## 2019 Use of SSAE Grant Funds to Support Building Capacity for Arts Education Programs (\$22,000)

Description of Activity	Allocation
Professional development for staff in the areas of education and leadership Curriculum development	\$8,000
Training and capacity building for staff and collective artists Arts training for staff Curriculum development Development of materials to share with educators and districts Catalog of offerings Update website	\$10,000
Planning, designing, and scheduling of events (workshops, field trips, pop-ups, assembly performances)	\$4,000
<b>Total Allocations</b>	<b>\$22,000</b>

### Professional Development of Arts Standards

Description of Target Group(s)	Scheduled Date and Time
Introduction to Arts Education for Sol Collective staff	August 16, 2019 2:00–3:00 PM
California Arts Standards, knowledge sharing for Sol Collective staff and board	August 31, 2019 6:00–8:00 PM
California Arts Standards training for Sol Collective staff	September 17, 2019 2:00–4:00 PM
California Arts Standards training for teaching artists, educators	October 23, 2019 6:30–8:30 PM
Arts training for Sol Collective staff	Fall 2019



## District Involvement with Arts Education: 2019–2020 School Year

District	Activity	AGC (✓ if applicable)	Date(s)
Sacramento City USD The Met Sacramento High School	Youth Internship		November 2018–June 2019 September 2019–June 2020
Open to everyone from any school district	Day of the Dead Art Work- shops (all ages welcome)		Saturdays in October 2019
Sacramento City USD The Met Sacramento High School	Printmaking Workshop at The Met Sacramento High School		April 2020





