



**Manhattan Beach
Unified School District**

**MBUSD
ARTS PLAN**

**BOARD APPROVED
5/16/07**

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MBUSD ARTS STEERING COMMITTEE MEMBERS

Dr. Beverly Rohrer	Superintendent
Carolyn Seaton	Director of Educational Services and Technology
Kate Nelson	Consultant
Bill Ahrens	Co-Chair; 5 th Grade Teacher, Pennekamp
Sandy Schnieders	Co-Chair; MCHS Arts Department Co-Chair

Beth Allen	Parent, Pennekamp & MBMS
Denise Anderson	Educational Advisor, MCHS
Tami Brothers	Parent, Pennekamp & MBMS; MB Education Foundation
Diane Dixon	Art/Ceramics/Yearbook Teacher, MBMS
Denise Haslop	Band/Strings Teacher, MBMS
Michael Hernandez	Broadcast/Video Teacher, MCHS
Lucy Keifer	Student, MCHS
Carol Mathews	MCHS Arts Department Co-Chair
Dr. Christie Norvell	Principal, Pacific
Julie Ruisinger	Principal, MCHS
Jonathan Westerberg	English/Drama Teacher, MCHS
Katherine Whittaker-Stopp	5 th Grade Teacher, Robinson
Paki Wolfe	Parent, Grand View
Peggy Zask	Ceramics/AP Studio Art Teacher, MCHS

INTRODUCTION

The arts are fundamental to a well-rounded education for all students. When students are offered arts education continuously throughout their school years and are given the opportunity to build their knowledge and refine their skills, they carry those skills from the school to the workplace to society at large.

Funding limitations have profoundly affected arts education in all school districts and MBUSD is no exception. Over the last several years, as financial constraints have caused the District to cut funding for arts education, District and community leaders have scrambled to fill the gaps, with the essential help of the schools' PTA's, the Manhattan Beach Education Foundation and arts booster clubs.

New funding from the State (AB 1811 and SB 1131) became a powerful catalyst for developing an arts plan, but these funds aren't enough to ensure that all children will receive a quality arts education through their school years. The truth is that time and funding limitations will always affect the arts, but by developing a thoughtful plan, we hope to maximize all available resources in the District by focusing on common goals, agreeing to specific strategies and demanding accountability.

The following plan, the result of six months' work on the part of a community arts team, attempts to lay out a road map for arts education and arts integration in the District for the next two to three years. Although new state funding in the arts motivated this work, the plan goes beyond this single funding source. Driven by a spirit of collaboration, it calls for the District to reassert its commitment to visual and performing arts by making the arts an important part of each student's academic career. The Arts Pathways, a document that shows opportunities for students to access, specialize in, and explore a variety of arts experiences, will serve as a guide for students, parents, teachers and community partners.

DEFINING ARTS EDUCATION

Visual and Performing Arts (VAPA). The California Education Code states, "Arts includes the four disciplines of dance, drama and theatre, music and visual arts as set forth in the state's adopted curriculum framework...and may also include community support for the various other arts forms including folk art, film, video, the writing of plays, poetry and scripts." The District recognizes the importance of media arts in our society by considering it as a separate, fifth component of arts education, rather than as a part of visual arts.

The VAPA Framework for California Public Schools defines a balanced, comprehensive arts program as one in which the arts are studied as discrete disciplines related to each other and, when appropriate, to other subject areas in the curriculum. According to the VAPA content Standards for California Public Schools, students are expected to master the standards of an arts discipline in the following strands: artistic perception, creative expression, historical and cultural context, aesthetic valuing and connections, relationships and applications.

The No Child Left Behind Act (NCLB) includes arts in its definition of core academic subjects, thereby bestowing on the arts equal status with other academic subjects.

The National Standards for Arts Education defines art in the most inclusive terms possible: "We recognize that art is expressed in various styles, reflects different historical circumstances, and draws on a multitude of social and cultural resources. We use the terms arts discipline and art form to refer to Dance, Music, Theatre, and the Visual Arts, recognizing that each of these encompasses a wide variety of forms and sub-disciplines."

The MBUSD Arts Plan emphasizes six areas of focus, concern and consequence that are essential to its success: Administration and Personnel, Professional Development, Instruction and Methodology, Assessment, Partnerships and Collaborations, Resources and Facilities.

GUIDING PRINCIPLES

- The arts teach a common core of knowledge that will help students appreciate and understand human history, develop higher order thinking skills, express their own creativity, and develop a lifelong appreciation of the arts.
- The arts reflect and shape cultures, encourage people to exchange diverse views, promote cultural understanding and build healthy communities. The arts prepare students to confidently interact in their world with empathy, joy and a sense of fulfillment.
- Learning in the arts can lead to improved achievement in other academic subjects.
- A complete education, which emphasizes deep understanding of multiple subjects and disciplines, includes a comprehensive education in the arts.
- Creative industries are key to the economy of California and a source of future employment for up to one in five California students.
- Students of the arts in all categories and disciplines out perform their non-arts peers on the SAT
- Student achievement in non-arts subjects is heightened in schools with high quality arts education programs, especially in mathematics and reading.
- Students involved in the arts have been found to be motivated to learn more than those not involved in the arts, and tend to collaborate more with fellow students in a broad range of learning activities.
- Arts activities encourage students to seek multiple interpretations to questions, rather than simple right or wrong answers.
- Arts programs in early childhood can lead to increased memory ability, social participation, self-esteem, and early understanding of diverse cultural traditions.
- Although scheduling the arts into the school day can present challenges, the arts must be seen, not as an add-on, but as an essential part of a well-rounded education.

THE PATH TO THE PLAN

Needs Assessment

At the heart of the plan was a commitment to gather as much information from as many stakeholders as possible. The data that resulted from this process were used to formulate the goals and strategies, driven always by the mission to provide high quality sequential arts education to all K-12 students.

Teachers

The groundwork of this plan was laid in October 2006 at a staff development day workshop during which the District's arts teachers met to analyze the current arts program in the District. By grade level (elementary, middle, high) teachers compared elements of the current arts program to the State Model Program Indicators and analyzed strengths and needs, then made recommendations for improvement. The result of this needs assessment helped us focus on key areas. Subsequent meetings with MCHS teachers and department chairs, as well as MBMS and elementary arts teachers expanded on those areas and allowed us to begin to develop specific strategies to implement broad goals.

Administrators

From the beginning, District and site administrators have been involved in the process. The Superintendent initiated the process and the District Director of Educational Services has had direct oversight from the beginning. The principals of MCHS and MBMS have attended focus and steering committee meetings. The principal of Pacific has represented the elementary principals in early focus groups and as a member of the arts steering committee. A separate meeting with MCHS Educational Advisors focused on new course development at MCHS.

Parents

Parents have provided input in several ways:

- In November 2006, the District Advisory Council was asked by the Superintendent to respond to several questions about the arts programs in the schools they represent: What successful visual, performing, and media arts education opportunities exist at your school? In what way are they successful? Why are they successful? What visual, performing, and media arts education pieces are missing? What are some resource ideas for visual, performing, and media arts education? What are the challenges to implementation? What are some ideas for implementation? The results were presented first to the Superintendent, then to the focus committee to include in the needs assessment.
- Three parents serve on the steering committee to provide a parents' perspective for the plan.
- Parents involved in the arts at MBMS and MCHS were invited to a special meeting to discuss arts issues at each school.
- The parent representative on the arts steering committee, and the chairs of Young at Art met with the Director of Educational Services to discuss alignment of Young At Art projects with the arts standards.

Students

A student focus committee, comprised of 20 students representing all of the arts disciplines at Mira Costa, met to discuss the plan in general and possible new arts courses at Mira Costa specifically. A Mira Costa arts student serves on the steering committee.

The Board

The Board has been apprised of the committee's work throughout the process. The final report will be submitted to the Board for approval once the plan has been ratified by the committee and the District's arts teachers.

Partners

MBUSD is fortunate to have strong community support for the arts. The support of MBEF, the PTA's, and arts booster clubs, are essential to maintaining the high quality of the arts programs in the District. Representatives from the MBEF and the PTA's serve on the arts steering committee to keep our goals aligned and our resources maximized.

A series of meetings between El Camino college and MCHS has resulted in a partnership that will yield an after school arts program at Mira Costa. Beginning in the fall of 2007, students will have the opportunity to take college credit classes in the arts on the Mira Costa campus. The two courses in the fall are Drawing and Film/Video; we also hope to offer Drawing again in the spring.

SCROC will offer new courses at Mira Costa, the first of which is Video Game Design (fall 2007). Other new courses will include Theater Management, Graphic Design and Scientific Illustration. SCROC will continue to offer Website Design. SCROC's goal, aligned with the District's, is to ensure that all SCROC offerings meet the UC a-g requirements.

FUNDING CONSIDERATIONS

1. New State money will provide approximately \$100,000 in ongoing money to be used for salaries (referred to in the plan as “ongoing funds”) and about \$250,000 in one-time money (referred to in the plan as “one-time funds”) to be used for equipment, supplies, repairs, etc.
2. Without the continuing support of MBEF, the District would be unable to sustain the high quality of the arts programs, especially at the elementary level.
3. At Mira Costa, SCROC pays the salaries of the qualified SCROC teachers, although some equipment and materials to support the classes may have to be provided by the District.
4. El Camino classes at Mira Costa are fully supported by El Camino. Students may pay a materials fee to participate. Students receive college credit for each class.
5. The District has some additional professional development money that can be used to develop curriculum, ensure articulation, visit model schools, attend conferences, provide training and other staff development opportunities.
6. Some of the strategies do not yet have a funding source. In the plan, we have indicated that we are “searching for funding.”

A SUMMARY OF THE CURRENT STATUS OF THE ARTS IN THE DISTRICT

Vocal Music: The District is fortunate to have a large, successful and highly regarded program at the middle and high schools. Students are able to take performance-based and theory classes; advanced students may take Advanced Placement (Music Theory). However, the lack of a general music/choral music program at each elementary school is beginning to erode the effectiveness of the District’s program.

Instrumental Music: Beginning in grade 3, students may opt to take Strings. Students in grades 4 and above may take Band. These outstanding programs continue through middle and high schools and at those levels offer a variety of options for advanced students. We recommend that the District analyze the time efficiency of the elementary instrumental program to ensure maximum instructional benefit for all interested students (with the least impact on the core instructional program).

Drama/Theater: The only theater program in the elementary schools is provided by an artist in residence. MBMS offers Drama as part of the 6th grade Wheel, as an elective for 7th and 8th graders, and as an after school Musical Theater program. Mira Costa offers Beginning and Advanced Drama as well as Theater Production. The program would benefit from increased articulation and a fulltime stage manager at Mira Costa. SCROC is pursuing a possible course in Theater Management, an umbrella class that would include front and back stage skills, including: business, marketing, acting, directing, costume design, and stagecraft.

Dance: The only Dance program in the district is offered at MCHS, (three periods of a SCROC class). A standards-based Dance program could be introduced at the elementary level and offered as a PE unit in middle school.

Visual Art: Art instruction at the elementary level rests largely with the individual classroom teacher. Young At Art projects enhance art education, but projects are not currently aligned with the arts standards. At the middle school, Art is part of the Wheel. Ceramics is offered as an 8th grade elective. At Mira Costa, students are able to take Beginning and Advanced Art, Ceramics (and Sculpture), Photography (SCROC), Furniture/Cabinet Making (SCROC), Beginning and Advanced Fashion Design (SCROC), and AP Studio Art. Currently, some, but not all, SCROC courses are approved for UC.

Media Arts: At the elementary level, computer specialists at each school work to enhance classroom lessons with computer aided instruction. MBMS provides an elective in TV Production. At MCHS,

courses are available in Broadcast Journalism, Web Design, and Video Production. This program demands that instructors are knowledgeable and that equipment and software are kept current and in good repair. The arts applications in technology overlap with the goals in the District's technology programs.

Integrated Programs at MCHS: The arts are integrated into the academic core through the following courses: AP Art History, Appreciating the Arts, AP Music Theory, Music Appreciation, Music Theory, and Creative Writing.

KEY Focus Areas by Grade Level

Elementary K-5

- Support general music at the elementary level. For 2007-08, hire one FTE general music specialist teacher to provide instruction.
- Support visual art instruction at the elementary level. For 2007-08, hire one FTE art specialist teacher to develop and deliver visual art instruction. Establish a team of visual arts specialists to design the curriculum.
- Broaden the Artists-In-Residence program to include more fields of study.
- Align Young At Art lessons with VAPA standards.
- Analyze/revise computer/media arts curriculum as it relates to the visual and performing arts.
- Incorporate Dance into the PE curriculum, K-5.

MBMS

- Analyze facility issues and develop an appropriate plan.
- Develop "arts pathways" that reflect the unique needs of the middle school.
- Screen and train high school students to act as arts tutors and classroom assistants for high school credit.
- Review the needs of the video production class.
- Explore the possibility of offering more year-long electives in the arts at MBMS.
- Examine additional opportunities for integrating the arts into the academic core.

MCHS

- Provide options for after school arts classes through El Camino College (at no cost to the District).
- Design "arts pathways" that offer a variety of choices as well as opportunities for advanced study in the arts.
- Through staff development and curriculum writing incentives, encourage integration of the arts into academic core classes (science, math, English, Social Studies, Foreign Language) with "Block" classes and other strategies.
- Analyze current SCROC classes and recommend new classes that are UC approved, standards based and appeal to student interests (no cost to District).
- Work toward the ultimate goal of an arts "learning community," where students can "major" in the arts by taking sequenced arts classes and core academic classes that integrate the arts.
- Develop a course (through SCROC) in "Theater Management" that would combine back and front stage elements in a team-taught class (see SCROC course description). Create a fulltime Stage Manager position and develop a plan for the auditorium to become a cost-efficient operation.
- Create a class for student tutors/mentors through which qualified students can be trained to serve in elementary and middle school arts classes (for high school credit).
- Explore the possibility of creating, staffing, and maintaining a MAC lab at MCHS for arts applications.
- Explore the feasibility of and funding for a small (black box) theater at MCHS.

MAJOR RECOMMENDATIONS

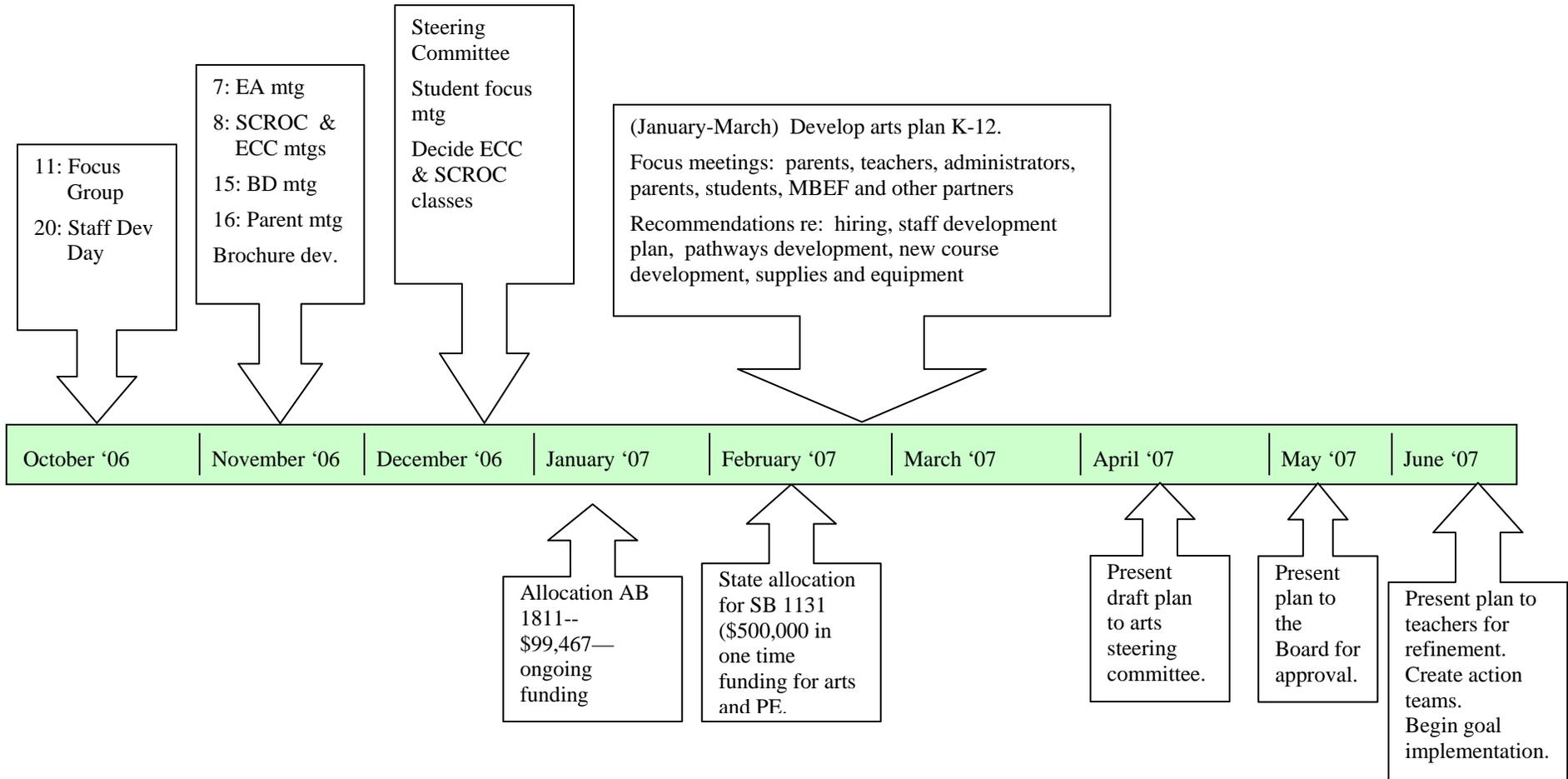
These recommendations are not listed in a prioritized order.

1. Hire one FTE general music specialist teacher to provide instruction at each elementary school, K-5.
2. Hire one FTE art specialist teacher to develop and deliver visual art instruction, K-5.
3. Develop an “Arts Pathways” document showing current and future opportunities for students K-12 to access, explore, and specialize in the arts throughout their school years.
4. Ensure that all arts programs are aligned with the arts standards and that newly hired arts teachers are appropriately credentialed.
5. Develop a K-12, standards-based Dance program to include in the Arts Pathways.
6. Expand the MCHS stage manager position to fulltime. Develop a plan for making the auditorium a cost-effective business operation.
7. Appoint a district-wide arts liaison (through a stipend or release time) who would be responsible for overseeing the implementation of the arts plan.
8. Work toward the development of a “Learning Community” in the arts through which students could “major” in the arts by taking a sequence of specialty courses and arts-infused academic courses.

NEXT STEPS

1. Present the plan to the Board for approval.
2. Present the plan to Principals at MTC.
3. Present the plan to PTA Council.
4. Present the plan to MBEF.
5. Convene a District-wide “arts summit” of all arts teachers to review and refine the plan.
6. Develop project teams to implement major goals.
7. Create a “searching for funding” group to explore resources for unfunded goals.

MBUSD ARTS PLAN TIMELINE



DISTRICT VISUAL AND PERFORMING ARTS POLICY

Instruction

BP 6142.6(a)

VISUAL AND PERFORMING ARTS EDUCATION

The Board of Trustees recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The Board believes that a comprehensive arts education program should be an integral part of the basic education offered to all students in all grades. The Board encourages all teachers to use the arts to facilitate learning in the subjects they teach.

The district's comprehensive arts education program shall include a written, sequential curriculum in dance, music, theater and the visual arts. Students shall have the opportunity to continually improve artistic skills, create and/or perform original works, acquire an appreciation of arts from many eras and cultures and develop an intellectual basis for making aesthetic judgments.

(cf. 6143 - Courses of Study)

(cf. 6146.1 - High School Graduation Requirements)

In addition, the Superintendent or designee shall encourage the integration of community arts resources into the school program. Students shall have opportunities to attend musical and theatrical performances, observe the work of accomplished artists and work directly with visiting artists.

The Board supports collaboration with community arts agencies.

The Superintendent or designee shall appoint a local steering committee to work with the district on this program. This committee shall represent the ethnic and cultural composition of the district and provide a balance between the education and the arts communities. (Education Code 8813)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1700 - Relations between Private Industry and the Schools)

(cf. 6153 - School-Sponsored Trips)

The Board acknowledges the importance of ongoing professional development for teachers in arts education. The Superintendent or designee shall ensure that certificated staff have opportunities to become knowledgeable about curriculum developments in the arts and strategies for delivering a comprehensive arts program to students.

(cf. 4131 - Staff Development)

Legal Reference: (see next page)

BP 6142.6(b)

VISUAL AND PERFORMING ARTS EDUCATION (continued)

Legal Reference:

EDUCATION CODE

8810-8819.5 Arts education

8820-8830 Arts work visual and performing arts educational program

8950-8958 California summer school of the arts

51204 Course of study designed for students' needs

51225.3 Graduation requirements

58800-58805 Specialized secondary programs

99200-99205 Subject matter projects

Management Resources:

CDE PUBLICATIONS

The Visual and Performing Arts Framework for California Public Schools: Kindergarten Through Grade Twelve, 1996

Literature for the Visual and Performing Arts, Kindergarten Through Grade Twelve

Prelude to Performance Assessments in the Arts, K-12, 1994

The Arts: Partnerships as a Catalyst for Educational Reform, 1994

Arts Work: A Call for Arts Education for All California Students, 1997

WEB SITES:

CDE: <http://www.cde.ca.gov>

TCAP: <http://www.ucop.edu/tcap>

California Arts Council: <http://www.cac.ca.gov>

MBUSD ARTS PLAN: GOALS AND STRATEGIES

Highlighted strategies indicate “Major Recommendations” (referred to on page 9).

Goal # 1: The District enacts a policy, adopts a plan with timeline, and approves a budget to implement sequential K-12 arts education.

(Program Administration and Personnel)

	Strategy	Grade Level	Responsibility	Target Dates	Arts Area	Funding	Status – April 2007
1.1	Adopt new VAPA Board policy and VAPA Content Standards.	K-12	Board	2007	All	N/A	A new VAPA policy was adopted in November, 2006. Content Standards were presented to the Board in 2002 for discussion only. No action was asked for or taken.
1.2	The District commits to hiring credentialed arts teachers in each arts discipline.	K-12	Board and staff	Ongoing	All	N/A	NCLB guidelines require proper arts credentialing.
1.3	Convene a District-wide arts steering committee to develop, implement, and oversee the arts plan.	K-12	Ed Services	In progress	All	State grant and District staff development funds: teacher compensation for bi-monthly meetings	The steering committee is meeting regularly.
1.4	Identify an arts teacher to serve as arts liaison for the District in order to coordinate and articulate the District program.	K-12	Ed Services	Depends on funding	All	Stipend or release time—searching for funds	TB D
1.5	Support general music at the elementary level by hiring 1 District FTE general music specialist teacher to provide music instruction, K-5.	K-5	Ed Services & Human Resources	2007	Music	State grant (ongoing)	TBD
1.6	Support the visual arts at the elementary level by hiring 1 District FTE arts specialist teacher to provide art instruction, K-5.	4-5	Ed Services	2007	Visual and Media Arts	State grant (ongoing)	TBD
1.7	Analyze need for trained assistants in various arts disciplines and make recommendations for hiring.	6-8	Technology	2007	Media	Classified employee OR well-trained students from MCHS who would work for high school credit	TBD
1.8	Analyze the position of music assistant at MBMS to ensure that the support is sustainable and provides adequate time for the program.	6-8	Ed Services	Study	Music	Conduct a study and discuss results with MBEF.	This position is currently funded by MBEF.

Goal # 2: Arts instructors and administrators have sufficient tools, information and professional development to achieve sequential PEP-12 arts education.

(Professional Development)

	Strategy	Grade Level	Responsibility	Target Dates	Arts Area	Funding	Status – April 2007
2.1	Design and implement staff development for arts education and arts integration that focuses on standards-based arts education, articulation and sequencing, and includes teachers, artists-in-residence, volunteers, and all others who provide arts instruction in the District.	K-12	Ed Services	Establish a focus for each year.	All	State grant and District staff development funds: release time for articulation meetings and curriculum writing	Teachers have met to assess arts needs in the District.
2.2	Revise the media arts curriculum K-5, as it relates to arts education (align to standards).	K-5	Ed Services & Technology	2007, reviewed yearly	Media	State grant and District staff development funds	TBD
2.3	Align Young At Art lessons with VAPA standards.	K-5	Young At Art & Ed Services	2007, reviewed yearly	Visual	State grant and District staff development funds (most participants are volunteers)	A steering committee member serves on the Design Committee for Young At Art and has volunteered to assist with standards alignment.
2.4	Articulate the middle and high school media arts programs. Ensure that the middle school program meets technology and arts standards.	6-12	Ed Services	Fall 2007	Media	State grant for professional development of appropriate staff	TBD

Goal # 3: All students have equal access to a comprehensive, sequential arts education.

(Instruction and Methodology; Standards-Based Curriculum)

	Strategy	Grade Level	Responsibility	Target Dates	Arts Area	Funding	Status – April 2007
3.1	Establish “Arts Block” at Mira Costa (American Literature, American History with integrated arts lessons).	11 MCHS	MCHS Principal	Fall 2007	All	Release time for teachers to write arts lessons	The current configuration is a two period Block. The planning is in process at MCHS.
3.2	Through SCROC, explore new class options that are UC approved and respond to student interests and needs.	9-12 MCHS	MCHS Principal	Fall 2007	Visual, Media, Dance	SCROC pays personnel; some equipment/software costs may apply (State one-time funding)	One new course is planned (video game design) for the fall. Others being considered include: Graphic Design, Theater Management and Scientific Illustration.
3.3	Through El Camino College, offer college level arts classes after school at Mira Costa.	10-12 MCHS	MCHS Principal	Fall 2007	Visual, Dance, Theater	District arts coordinator would oversee this program.	Three semester long classes in the fall and three in the spring are being offered.

	Strategy	Grade Level	Responsibility	Target Dates	Arts Area	Funding	Status – April 2007
3.4	Develop “pathways” in the arts, K-12, showing opportunities for students to access, specialize in, and explore a variety of arts experiences.	K-12	Ed Services	Develop year to year.	All	Release time for teachers and EAs to design and update the pathways as needed	A draft of a pathways brochure reflects current offerings. A new document is expected by mid-March.
3.5	Broaden the Artists-In-Residence program to include more fields of study, standards-based instruction, and parity among the elementary schools.	K-12	Ed Services with PTA and the City of MB	Examine needs, review each year.	All	The current program is PTA funded.	TBD
3.6	Develop a “learning community” in the arts that will allow interested students to take a sequenced course of study in the arts as well as arts-integrated core academic classes.	K-12	Ed Services	Phase in.	All	State grant will support curriculum writing for new courses	This is a long range plan that depends on a number of interim steps, including the Pathways document currently being developed.
3.7	Develop a menu of summer arts classes.	K-12	Ed Services	Yearly	All	Possible funding sources include user pay, El Camino, South Bay Adult School (courses for parents and children), SCROC	Need a team to examine the feasibility of this project.
3.8	Analyze the possibility of a standards-based after-school enrichment program in the arts.	K-12	Ed Services and Human Resources	2007	Visual	Purchase necessary equipment and develop curriculum using staff development funds. Explore possibilities with SCROC for MCHS.	TBD
3.9	Train high school students to serve as arts tutors in the elementary and middle school classrooms.	K-12	MCHS Principal with EA’s	2007	All	N/A (students will receive high school credit)	TBD
3.10	Integrate Dance, especially movement, at the elementary level. Offer Dance as a PE unit at each grade level at MBMS.	K-8	Ed Services with principals	Fall 2007	Dance	Staff development funds for curriculum development	TBD
3.11	Examine the possibility of offering more year-long electives in the arts at MBMS.	6-8	Ed Services/ Human Resources and the MBMS principal and staff	Study in 2007	All	The study team may require some release time for teachers.	TBD
3.12	Explore additional opportunities for integrating the arts into the academic core at MCHS and MBMS.	9-12	Ed Services with SCROC	Study in 2007	All	Release time for exploratory meetings and curriculum writing.	SCROC is open to opportunities in this area.

Goal # 4: Assessment is standards-based, systematic, and effective.

(Student Assessment)

	Strategy	Grade Level	Responsibility	Target Dates	Arts Area	Funding	Status – April 2007
4.1	Design formative and summative assessment tools for each arts discipline. Include portfolios as demonstration of assessment where appropriate.	K-12	Ed Services	Phase in	All	State Grant and District staff development funds	TBD

Goal # 5: Partnerships and collaborations support arts education in the District.

(Partnerships and Collaborations)

	Strategy	Grade Level	Responsibility	Target Dates	Arts Area	Funding	Status – April 2007
5.1	With MBEF, continue to explore additional partnerships and collaborations in the community.	K-12	Supt and site leadership	Ongoing	All	N/A	This is an ongoing goal in collaboration with MBEF
5.2	Identify spaces in the schools and community to display and recognize student art.	K-12	Ed Services and site principals	Ongoing	Visual	N/A	The MCHS librarian has met with visual arts teachers to discuss permanent displays in the library. The committee has recommended the purchase of new display boards to facilitate this strategy.
5.3	Develop an arts link from the District web site. Maintain a District-wide arts calendar of events.	K-12	Ed Services and Technology	Ongoing	Media	N/A	TBD
5.4	Disseminate data demonstrating how arts involvement supports student success in school.	K-12	Ed Services	Ongoing	All	N/A	Several research articles were distributed to teachers at the October staff development day.
5.5	Develop key partnerships with SCROC and El Camino.	9-12	MCHS Principal and District leaders	In Progress	All	N/A (possible equipment and stipend expenses depending on the classes)	Both SCROC and ECC are participating in the arts plan and are represented on decision making bodies.
5.6	Continue to work closely with the Ed Foundation to ensure maximum benefit to the arts program.	K-12	All District leaders	Ongoing	All	N/A	A MBEF rep serves on the arts steering committee.
5.7	Develop an annual, week-long, District-wide Arts Festival that will showcase all arts disciplines to the schools and community	K-12	District leaders & principals	June 2007 and annually	All	Minimal funding required, but may seek sponsorship	Need a planning team for this project.

Goal # 6: Arts instructors have adequate facilities and material resources for all arts classes.

(Resources and Facilities)

	Strategy	Grade Level	Responsibility	Target Dates	Arts Area	Funding	Status – April 2007
6.1	<p>Develop a plan to ensure adequate allocations for arts supplies and equipment repair and replacement, <i>e.g.</i>,</p> <ul style="list-style-type: none"> • Repair kilns, musical instruments, computer/video and stage equipment. • Replace musical instruments and computers as needed. • Replace consumable supplies. • Ensure that tech equipment is kept current and in good repair, and that software is updated as needed to support instruction. 	K-12	Ed Services with site principals	Develop a plan by fall, 2007	All	State one-time money	Representatives from each arts discipline in the District will meet to develop a plan for equipment repair and replacement. This group will also prioritize needs for new purchases.
6.2	Examine facility issues and make recommendations for changes. Facility issues exist throughout the District.	K-12	District Leadership with the Board	Long range	All	State grant for planning	This is a long range issue.
6.3	Create a full-time (currently part-time) position for Stage Manager at MCHS to oversee all auditorium events, secure equipment, train students as technicians for the District, and implement strategies to make the auditorium a cost-effective business operation.	K-12	District/Board	Fall 2007		SCROC (through Theater Management class) and District (explore other partnerships) for the first year—self-sustaining thereafter	A written proposal has been made to District leadership by the current Stage Manager.
6.4	Examine the feasibility of creating, staffing and maintaining a MAC lab at MCHS for arts classes.	9-12	District w/partners	Study in 2007	Media	PTA or other sponsorship—searching for funding	Need a team to study the feasibility of this project.
6.5	Develop a performing arts facility at MCHS.	K-12	District	Study in 2007	All Arts	Searching for funding	Need a team to study and search for funding.
6.6	Consider purchases that may enhance sound in the MCHS auditorium.	9-12	District	TBD	Music	Searching for funding	TBD