



Sonoma County  
**ARTS EDUCATION  
FRAMEWORK**



**Sonoma County**  
Office of Education

**A COLLABORATIVE VISION**

2019-2024



# **Sonoma County Arts Education Framework: A Collaborative Vision, 2019-2024**



**Sonoma County**  
Office of Education

## Creative Sonoma Message

Throwing open the windows of possibility. Uncovering alternate routes to the future. Building new bridges of understanding. These are the currencies of consequence that the arts offer to our students. The arts are shapeshifters. They provide confidence to the student who is tentative, safe harbor for the student who is anxious, focus for the student who is over-stimulated, and a viewfinder to the student who sees through a unique lens. In short, the arts can engage students on whatever level they arrive at their schools.

Unlocking the learning puzzle for every student is a critical goal, effectively served by arts education. A cursory online search reveals reams of evidence supporting that fact. But equally important, a meaningful arts education prepares our students for a good life. That truth carries special resonance as we navigate these fractious times of persistent uncertainty, making it a natural moment to re-calibrate our values. A pursuit of the arts, whether as a career or a personal passion, ensures our graduates will have kits filled with the tools necessary to live a life of meaning and discovery, which will in turn enrich our community. This Arts Education Framework is designed to help guide any school or district build an individualized arts education program to begin moving their students along that pathway.

Next time you are lucky enough to attend a student performance, pay special attention to the expressions on the students' faces. You'll see all range of emotions – satisfaction, anticipation, relief, and plenty of unmitigated joy. Watching that tableau of emotions, wouldn't it be your fondest wish that these student artists would have reason for that kind of joy every day of their future? Wouldn't we all want to live a life filled with moments of joy? A life steeped in, or even informed by, the arts offers that. Isn't that a choice that should be available for every one of our students, regardless of the neighborhood they live in or the school they attend?

We have the opportunity to make that true. We have the responsibility to make that true. And we have the capacity to make that true.

Let's commit to making that our Sonoma County reality.

Best,

Kristen Madsen, Director  
Creative Sonoma

# SCOE Superintendent's Address

The Sonoma County Office of Education is committed to providing support and services that impact student success and well-being. We recognize and work to support the unique and varying needs of districts, schools, and individual students, and their need for customized systems. As diverse as these needs are, there are common aspirations that we as a community hope our students achieve. These aspirations require creative, high-quality, engaging strategies. Arts education is the means to get there.

Existing research and practice show that arts education delivers. It provides a wide array of strategies and tools for the measurement of continuous improvement of student outcomes. An education rich in the arts fosters social and emotional well-being and the growth of creative, resilient, empathetic students, ready for college and career decisions.

This work, the Arts Education Framework, represents a vision of what arts education can be in our county and includes strategies to implement that change forward. The Framework offers a menu of choices to Sonoma County Public schools and districts to increase and improve access and equity in arts education. In addition to the many resources existing in our county, it includes recommendations prescribed by leading educational authorities throughout California as well as a statewide coalition of educational agencies. The Framework also includes partners for districts to consider and utilize. Many of these framework activities can be aligned with each local district's Local Control Accountability Plan (LCAP). Here, there is something for everyone.

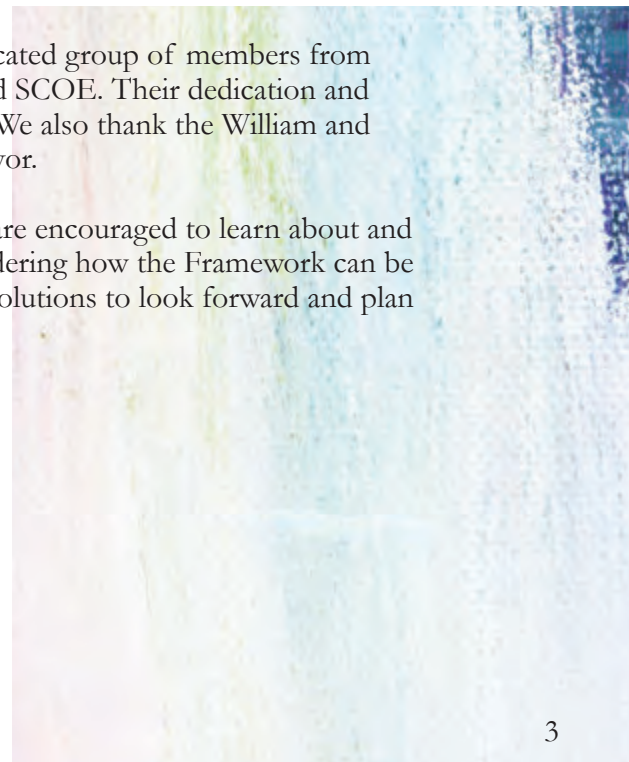
This Framework is the result of research and data collection on the state of the arts in Sonoma County. From this data, key takeaways have been developed, identifying areas for greater effectiveness. This research prompted the work of the Arts Education Alliance Leadership Team. Starting with a vision of arts education in Sonoma County, this group of arts community stakeholders developed strategies which help districts enhance and increase their offerings. Specific action steps have also been developed for strategic ways to address developing more arts for students, while developing support for its sustainability.

This work is supported by the Arts Education Alliance - a dedicated group of members from Creative Sonoma, arts organizations, artists, school districts, and SCOE. Their dedication and persistence has led to the accomplishment of this Framework. We also thank the William and Flora Hewlett Foundation for continued support of this endeavor.

All great journeys begin with a first step. Districts and schools are encouraged to learn about and consider the Arts Education Framework as a first step in considering how the Framework can be used to achieve school goals. Arts education provides creative solutions to look forward and plan a journey for the future.

Sincerely,

Steven D. Herrington, Ph.D.  
Sonoma County Superintendent of Schools





## INTRODUCTION

Cultivating a creative community is the most profound and rewarding investment that residents can make in the place they call home. There are dozens of different pathways to pursue in that work. But one way to do it is arguably more important than the rest. Setting the stage, at the earliest age, for the young members of a community to imagine a creative future, is a gift of immeasurable value that offers exponential returns. Believing the truth in that statement, a cadre of Sonoma County community members took up the challenge and committed countless hours of their passion, dedication, financial resources, and insights to create this Sonoma County Arts Education Framework.

## Students who participate in arts education

### WHO WE ARE

The community leaders who engaged in this work represent a broad cross-section of stakeholders in the future of the community as reflected by its young people. Arts organizations, school teachers and administrators, parents, arts funders, and district personnel came together from all corners of the county to participate in creating this blueprint for arts education. We are residents, neighbors, working professionals, retirees and laypeople brought together through our commitment to and support for arts education. This loosely constructed coalition, known as the Sonoma County Arts Education Alliance (AEA), has been operating in several iterations for more than a decade and has focused for the past three years on developing a strategic plan that could increase the access and equity to quality arts education in all of our county's TK-12th grade schools.

### ART MAKES A DIFFERENCE

Arts education is essential for every student. When students participate in the arts, they are presented with challenges that allow them to think, consider, and react both individually and collectively in service of a common goal.

**Higher attendance rates and lower dropout rates**

**Decreased disciplinary problems and more positive attitudes about their classroom**

**Higher test scores and achievement in literacy, math skills and ELA, especially for English Language Learners and low-income students**

**Increased graduation rates**

#### AND THERE'S MORE

Almost all Americans believe that the arts are part of a well-rounded education and should be taught in grades K-12.

The arts are required to be taught in all school districts by the California Department of Education.

Arts education is a requirement for acceptance into the UC/CSU system.

Close to 60% of Sonoma County district administrators who responded to an AEA survey believe that arts education is extremely important or important for their educators to teach.

## WHY NOW?

Sonoma County is experiencing a convergence of initiatives and energy, all directed at enriching the lives of our students. Sonoma's leading role in the Maker Movement and the Career and Technical Education Foundation's recently launched "Portrait of a Graduate" are pointing to the importance of expanding STEM to STEAM, to add arts into the mix with science, technology, engineering, and math as critical studies for students. With college and career readiness in mind for students of Sonoma County, a partnership between the Sonoma County Office of Education (SCOE) and the Career and Technical Education Foundation (CTEF) produced the "Portrait of a Graduate." This work defines the skills that Sonoma County's students will need to succeed in our rapidly changing world and frames a new vision for what being prepared to tackle life after high school will require. The six attributes that the Portrait outlines as critical to future success include: curiosity, empathy, communication, collaboration, ethics, and initiative. Many, if not all, of these characteristics are demonstrated outcomes of a successful arts education curriculum.

### **TWO CURRENT STATEWIDE MANDATES FOR DISTRICTS AND SCHOOLS CAN BE EFFECTIVELY SUPPORTED THROUGH QUALITY ARTS EDUCATION PROGRAMS.**

1. "Social and Emotional Learning" competencies including self-awareness, self-management, social awareness, relationship skills, and responsible decision-making
2. California School Dashboard providing information on school and district progress including tracking students' attendance, behavior, and completion rates

And the AEA's own efforts to understand the current status of arts education in our K-12 schools through two separate research initiatives has provided a baseline for our work to assess where we are today in order to determine where we want to be and plot our course. This data will also allow us to track the progress that we make toward our goals as we implement the plan.

Creative Sonoma and the Arts Education Alliance recently completed an assessment of the state of arts education in Sonoma County schools, which provided the context and understanding from which this plan was developed. The Arts Education Framework includes some of the key findings from that data gathering and analysis.



**79% OF OHIO STUDENTS PARTICIPATE IN THE ARTS.**



**69% OF WISCONSIN STUDENTS PARTICIPATE IN THE ARTS.**



**67% OF NEW JERSEY STUDENTS PARTICIPATE IN THE ARTS.**



**39% OF CALIFORNIA STUDENTS PARTICIPATE IN THE ARTS.**





## WHERE WE ARE TODAY

Approximately 79% of secondary high schools in Sonoma County do not provide a state-mandated, comprehensive arts education. Sonoma County lags behind in preparing students to participate in the state's robust creative economy. And the picture throughout the state is bleak, with 39% of secondary students participating in the arts compared with other states secondary school data. Create CA estimates that at this rate of growth, it will take 45 years for half of our students to participate in arts education.



## WHAT IS THIS PLAN AND HOW DO WE USE IT?

This Arts Education Framework empowers all districts and schools throughout Sonoma County to adapt recommendations and strategies in order to meet the goals outlined in each educational agency's Local Control and Accountability Plan (LCAP). Arts education is the vehicle to which agencies can achieve measurable results that matter to the district, engage their community, and lead to student academic success and satisfaction.

The plan invites schools and districts to access supports and services from Creative Sonoma, SCOE, and the Sonoma County Arts Education Alliance. These resources will evolve over time, but at the outset, include a customized training for districts that will commit to adapting the plan to fit their circumstances and begin implementation. Mini-grants will be available in an effort to jump-start this work. More information on mini-grants is available at [CreativeSonoma.org](http://CreativeSonoma.org).

Our opportunity is now. We have the chance to bring the community together through the arts, to grow, to heal, and to provide our students with a well-rounded education with access to a broad course of study that includes rigorous and meaningful arts education from TK-12th grade. Please join us in this effort.

## CONCLUSION

From the outset, this work has been served by two guiding principles:

1. Equitable access to arts education for all students across the district, and in particular, those students who currently have the least access, is of foremost importance.
2. The plan has to be adaptable for all forty of the unique and independent school districts that comprise our county system

This plan holds firm to those principles.

# SONOMA COUNTY ARTS EDUCATION FRAMEWORK

## GOAL 1: ARTS TEACHING AND LEARNING

Provide a variety of creative content and standards-based Visual and Performing Arts (VAPA) curriculum for all students.

Utilize social emotional and trauma-informed practices through arts to create a safe and nurturing environment.

Promote and support an inspiring, inclusive arts integration approach.

Effectively prepare teachers through engaging professional development.

## GOAL 2: ARTS LEADERSHIP DEVELOPMENT

Strategic, coordinated collaboration at all levels of the school and district ecosystem is prioritized.

Districts engage in a strategic planning process to ensure arts are equitably provided and lead to college and career readiness.

## GOAL 3: ARTS COMMUNICATION AND ADVOCACY

Build and develop a dynamic and connected arts education community for students that includes schools and districts, parents, family members, artists, teaching artists, and arts organizations.

Invite an engaged, diverse representation from all areas of the county that reflects our student population to share our vision for equity.

Measure, track, and celebrate progress of key priorities over time.

## GOAL 4: ARTS FUNDING

Provide multi-tiered, sustainable support.

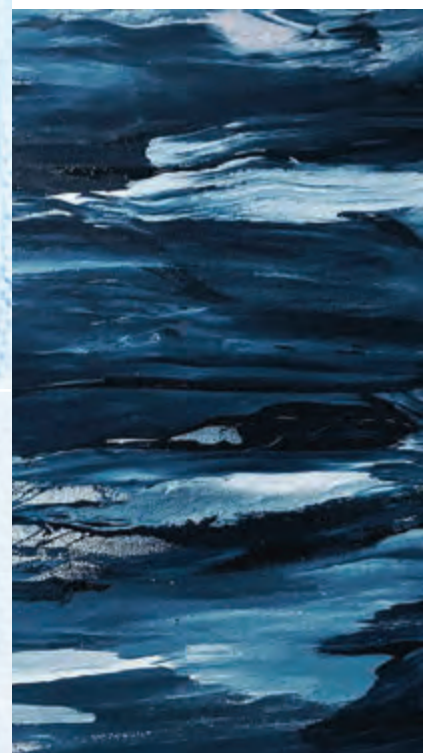
Access Local Control Accountability Plan (LCAP) resources to support arts education in districts.

## WE ARE COMMITTED TO:

Fostering an arts-engaged educational environment where the arts are valued as essential.

Providing and promoting equity and access to arts education with an inclusive system of support provided for all students and teachers.

Creating and supporting systems of rigor in arts education leading to meaningful and challenging experiences that are comparable throughout the state and nation.



# Goal 1

## Arts Teaching and Learning

**Goal 1.1: Encourage districts to adopt an inclusive, student centered approach to arts education.**

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
<p>Support schools and districts to articulate TK-12 arts curriculum</p>	<p>Districts will offer an articulated TK-12 arts curriculum that is high quality, rigorous, and sequential, and provides dedicated instructional time – classroom, elective, etc. – all that meets California Education Code requirements</p> <p>Districts will offer the option of one full year of high school visual or performing arts instruction, also known as the “F” of A-G requirements for the UC/CSU requirement</p>	<p>Convene visual and performing arts teachers to train in new state standards</p> <p>Agree on common priorities/key standards in each discipline</p> <p>Develop an articulated scope and sequence</p>
<p>Provide a culturally responsive curricular framework, model practices and showcase examples to provide students with culturally diverse and representative arts experiences</p>	<p>Districts will provide access to culturally diverse and representative arts experiences through the development of curricula, particularly as the county experiences increased growth in the Latinx population</p>	<p>Partner with arts and culture groups and community organizations who authentically represent cultural diversity</p> <p>Find existing models for replication</p> <p>Implement curriculum that leverages student experience and culture as a strength</p> <p>Provide equity and unconscious bias training for all teachers</p>
<p>Encourage districts to build digital arts portfolios for students TK-12</p>	<p>Students will create and maintain a digital portfolio to demonstrate progress in the arts</p>	<p>Train teachers to create their own digital portfolio to gain self-efficacy</p> <p>Encourage media arts integration as technology literacy and use as a jumping point for portfolios across content areas</p> <p>Host portfolio showcase</p>

**Goal 1.2: Strengthen arts integration in TK-8th grade classrooms across the county through collaboration and professional development.**

<b>Strategy</b>	<b>Outcomes for Districts or Schools</b>	<b>Examples of Action Steps</b>
Develop a professional learning community around arts integration	Foster and grow a robust, professional learning community in the arts that supports integration within academic, behavioral, and social emotional competencies of all learners inclusive of special education, English learners, and other groups in need of support	<p>In grade level teams, create lessons that truly integrate common core standards with VAPA standards</p> <p>Pilot new integration practices</p> <p>Create a repository of ideas to share and explore</p>
Collaborate to identify and develop key content areas to integrate the arts	<p>Increase arts integration across content areas with CA Visual and Performing Arts Standards (VAPA) and Common Core Standards</p> <p>Create a vertically aligned articulated arts integrated curriculum throughout all grades TK-8</p>	<p>Hold staff meetings at district or school level to assess current understanding and experience with arts integration</p> <p>Discuss and identify LCAP priorities and strengths of teaching staff and community</p> <p>Select an initial art form and other curriculum area to develop a lesson plan meeting standards of both areas</p>
Identify and make resources available to districts for arts integration professional development and mentorship	Create time and opportunity for teachers to participate in professional development for arts integration followed by on site mentorship	<p>Utilize local professional arts orgs training at either org location or at school: LBC, SSU, Transcendence Theatre</p> <p>Include teaching artists in the preparation and/or programming</p>
Provide professional development that integrates arts and social emotional learning	Districts have the opportunity to integrate arts and social emotional learning (SEL) using California Social Emotional Learning CASEL Competencies and CA VAPA Standards	Based on the needs of particular grade level teams, provide PD supporting lessons that integrate SEL with the arts, aligned to new VAPA standards
Revisit current practices in order to evolve	Assessment and evaluation practices strengthen programs over time	<p>Videotape lessons with students and share video footage in staff collaborative groups</p> <p>Gather student feedback/reflection on integrated experiences</p>

*Goal 1.2 continued on next page*

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Provide social and emotional learning PD for all teachers and administrators	Conduct workshops on SEL and the arts	<p>Research and understand the process and goals of SEL</p> <p>Training offered through Child Parent Institute, Hanna Institute, or other experts</p>
Develop and provide in-depth ongoing arts integration PD for multi-subject classroom teachers in all arts disciplines	Conduct arts integration trainings for classroom teachers, allowing mentoring and collaboration	Utilize both professional trainers, as well as experts in Sonoma County who have expertise
Provide PD for arts integration and English Language Development for administrators, principals, and ELD teachers	<p>Offer arts integration training specific to the needs of the ELL</p> <p>ELL will also participate in arts learning classes not pulled from arts classes for ELD</p>	Utilize professional trainers with experience
Provide PD for arts integration for administrators, principals, and classroom teachers in special education/special day classrooms	Conduct PD and research in arts integration in how the arts help this population learn	Utilize professional trainers with experience

**Goal 1.3: Strengthen discipline-specific arts education in TK-8 grade classrooms across the county through professional development and collaboration.**

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Provide arts PD to classroom teachers in specific arts disciplines	Districts have the opportunity for all TK-8th grade teachers to participate in professional development in selected arts disciplines: dance, media arts, music, theatre/drama or visual arts	<p>Determine what disciplines are key to pilot</p> <p>Consider a model where secondary VAPA teachers provide professional development in their discipline to TK-8th grade teachers</p>
Provide professional development to all VAPA teachers to increase understanding and application of the new VAPA standards and cross-disciplinary collaboration	Districts have the opportunity to have VAPA teachers participate in professional development in selected arts disciplines: dance, media arts, music, theatre/drama or visual arts	Working VAPA teachers, outline their PD needs in this creating this training

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Create structures for collaboration that strengthen and embed arts programs, allowing them to become cultural assets of the school or district	Create opportunities for elementary arts experiences to bridge and build to secondary arts experiences	<p>VAPA teachers provide support for lessons in elementary grades</p> <p>High school students perform and/or mentor younger students</p>
Provide professional development to explore assessment practices in arts education	Districts have the opportunity to develop practices for arts assessment	<p>Determine an assessment leadership team</p> <p>Research and collect best practices</p> <p>Develop, present, and evaluate PD</p>

**Goal 1.4: Highlight county and district priorities and demonstrate how the arts can support key outcomes.**

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Offer support to address and understand elements of attendance, behavior, and completion	Districts analyze data to understand the impact of the arts on student populations and impact on multiple measures, as well as student self-assessment for level of happiness/engagement while at school	Meet with leadership to connect arts learning with multiple measures and assessments
Expand and support structures and practices that already exist, e.g., Portrait of a Graduate outcomes	Portrait of a Graduate outcomes taught and addressed through the arts	Break down components of PoG to create curriculum using the arts to achieve
Comprehensive Support and Improvement (CSI) process to use arts to address issues	Districts that are designated as needing additional support are provided with arts professional development, arts integration, and other resources to target areas of challenge	<p>Conduct an equitable access audit</p> <p>Use funding and data/research to make the case for arts to address: attendance, behavior, completion</p>

**Goal 1.5 Phase 2: Leverage opportunities that increase access and equity in the arts.**

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Support master schedule development to provide equitable access to arts electives	Master schedule is altered to provide more equitable access	Meet with districts to determine flexibility
Engage with Board of Education to create schedule that provides equity and access	Change occurs in policy to increase the number of periods in the high school day	Present at school board meetings, more industry and community partners
Engage with teachers union to make the case for infusing project based learning and arts as instructional strategy  Transforming/amplifying arts initiatives that already exist	Schedule changes from 3x3 blocks to 4x4 blocks  Provide access for underrepresented students in arts classes	Provide research and experience that change beliefs for what is best for students

**GOAL 1.6 Phase 2: Arts Integration is supported through a program of coaching and mentoring by certified Arts Integration Coaches.**

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Develop and offer an arts integration certificate program, potentially at SSU	Certification program is offered for teachers and teaching artists	Research an arts integration certificate for teachers and teaching artists to become Arts Integration Coaches
Develop and support a countywide cohort of arts integration coaches	All interested teachers have access to an arts integration coach to help them implement arts integration	Organize expertise within the county who have experience
Provide and/or support ongoing training opportunities for arts integration coaches, regionally, statewide or nationally	Arts integration coaches continue to deepen understanding and network of best practices	Utilize online resources from Education Closet, ArtsEdge



## Goal 2

# Arts Leadership Development

### Goal 2.1: Create and develop leadership for arts education across the county.

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Encourage districts to review the Sonoma County Arts Education Template which provides a framework for schools/districts to increase access and identify areas for growth	Districts are encouraged to develop an action plan for arts education in their area with key priorities	Identify 5 schools and/or districts  Meet with district leadership to review template, identify key priorities to be implemented, and monitor progress and provide support
Present information and opportunities demonstrating that arts coordination at the county and district level increases access	Consider the options for Visual and Performing Arts coordination by an individual or a team at the county and district level	Research progress and opportunities in districts that have VAPA coordinators
Organize VAPA coordination at the county level	Appoint an administrator at the county office to act as the VAPA Coordinator or hire a designated VAPA Coordinator	Provide job descriptions for district VAPA coordinators  Connect with CCSESA to understand the benefits of having designated county lead
Recommend that the districts designate a VAPA coordinator at the district level or region	Appoint an administrator at the district office to act as the VAPA Coordinator or hire a designated VAPA Coordinator	Provide job descriptions for district VAPA coordinators  Provide a sample of districts that currently have VAPA coordinators
Expand opportunities for school, community, and district wide leaders/coordinators to meet to collaborate and partner	Develop a network of teachers and administrators to coordinate arts education across the county and across the districts in partnership with community allies	Determine structure for meetings and convenings  Determine if arts education data needs to be collected  Determine if a strategic arts plan is needed

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
<p>Explore developing and engaging emerging leaders at either the high school or university level (Sonoma State University/Santa Rosa Junior College)</p>	<p>Emerging leaders provide input and help to build capacity around delivery of arts education and arts integration. Emerging leaders contribute to arts education action plans and Local Control Accountability Plans (LCAP) planning</p>	<p>Meet with leaders in high school to determine student participation</p> <p>Develop framework of meetings/ responsibilities for emerging leaders</p>
<p>Activate community leaders to support districts through establishing an Arts Education Alliance and Arts Now Community</p>	<p>Activate a leadership team and committees/task forces such as: Advocacy, Marketing, Funding for arts education priorities at each district or region</p>	<p>Consider building Arts Now communities for district/region</p> <p>Develop leadership teams to create committees to support arts education</p>
<p>Produce an annual convening: invite the designated District VAPA leaders to come together for professional learning/sharing of best practices</p>	<p>VAPA leaders increase knowledge and networks and work effectively to expand and improve arts integration efforts countywide</p>	<p>Hold county-wide event to bring leaders together to learn and share</p> <p>Create a system for coaching and mentoring leaders among the group and to collaborate and share</p>



# Goal 3

# Arts Communication and Advocacy

## Goal 3.1: Develop relationships and advocate for arts education.

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
<p>Connect with district administrators to encourage advocacy support for arts education</p>	<p>Invite Arts Education Alliance members and artists to share more about increasing access and opportunity to the arts for all students. (School Board presentations/ Principal meetings, etc.)</p>	<p>Meet with administrators to identify and understand their key priorities</p> <p>Gather/compile key information to convey how arts can be a solution to support district priorities and student engagement</p> <p>Inform administrators about impact of arts on student outcomes</p>
<p>Support districts to identify arts education advocates</p>	<p>Meet with Arts Education Alliance members to learn more about designating an arts advocate at each district to organize efforts</p>	<p>Identify priority districts where pilots will begin</p> <p>Support districts to identify local advocates and arts education supporters</p> <p>Align with CA Alliance for Arts Ed to identify desired qualities</p>
<p>Organize VAPA coordination at the county level</p>	<p>Appoint an administrator at the county office to act as the VAPA Coordinator or hire a designated VAPA Coordinator</p>	<p>Provide job descriptions for district VAPA coordinators</p> <p>Connect with CCSESA to understand the benefits of having designated county lead</p>
<p>Connect with superintendents through Leadership 40 and regional meetings</p>	<p>Superintendents and administrators will be able to share what they have learned about the Framework with their districts</p>	<p>Attend Leadership 40 meetings to spread the word</p>

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Build relationships with students, parents, leadership, and counselors highlighting the significance of creativity in any career, the availability of work in the creative economy and arts careers	Leaders learn more about the careers of the 21st century and encourage more students to pursue innovative arts and creative career paths. (CTE coordinators, guidance counselors, school counselors, etc. to receive information)	Gather/compile key information to convey the economic impact of arts on community  Create compelling messaging for target audiences  Invite national speakers to present a forum
Build relationships with artists, arts organizations and government agencies throughout the County	A network of community resources will be developed countywide to support arts education in the districts	Send letter of introduction of resource partners to invite their participation

**Goal 3.2: Activate Community Resources and Powerful Messaging to Build Public Will for Arts Education.**

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Connect arts programming to that of local arts organizations to be fluid and collaborative	Missions of arts organizations align with that of local schools and provide link to and support curriculum	Arts orgs education directors will connect with school leads to understand and utilize opportunities
Increase awareness of Arts Marketplace on the Creative Sonoma website as a resource for schools and districts; utilize advocacy tools developed by Create CA	Community members who support districts have the opportunity to access resources for arts education advocacy  Districts have an advocacy team to regularly present arts updates and arts value to their school boards	Provide downloadable resources to support advocating for arts in LCAP  Provide resources for ways to develop a school board presentation around the Declaration for Equity in Arts Learning
Develop and coordinate a network of parent support for districts	Coordinate efforts to develop parent participation and support for arts education occur	Survey parents for skills to support school arts education programs  Develop opportunities for parents to support arts at school site
Create communications hub for arts education resources	Utilize communications hub/ directory to celebrate arts and to select arts education programs, services, and providers	Create a full list of arts organizations and agencies serving you  Create and send survey to map resources

**Goal 3.3: Increase awareness and engagement of the arts through district /community showcases and events, as well as professional events and collaborations.**

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Explore what an annual “State of Arts Education Event” or festival might look like	Develop and present district or regional arts festival	Invite districts to develop a regional arts festival
Showcase existing arts festivals in districts as models	Districts consider existing models to build their own district wide events; look at engaging local businesses in the work; utilize public works of art	Scan the county to see if some districts have models to share
Create and coordinate opportunities to display and showcase student arts (visual and performing arts ) in district offices, businesses, and community, as well as at board meetings	Districts provide time and space to highlight student’s visual and performing arts in a public way as well as understand and value the process  Community support and media attention are cultivated	Seek permission to use public spaces and local businesses  Districts provide time and space to highlight student visual and performing arts in a public way
Coordination and installation of representative art from districts in the County Office of Education	Provide art work and digital content for displays  Every school district is celebrated through student art at the County Office of Education	Each school district submits art for rotating gallery exhibit  Exhibit rotates each semester
Communicate, share, and celebrate district arts festivals through communications hub	Contribute photos/video/social media to showcase the district arts festivals through communications hub	School/district arts festivals are documented
Inform and challenge communities to extend and deepen their understanding and valuing of the rigor and quality of the arts	Partner and utilize professional artists	Schools utilize teaching artists to provide the vision and process of quality art
Offer arts awareness workshop events to build support	Arts awareness events held in county 2-4 times per year	Identify venues for events throughout county
Develop and implement regional events: “Sonoma Celebrates Arts in Schools” arts festival for multiple districts and community to celebrate arts education	Regional arts festival becomes annual event	Provide connection with others interested in promoting this work

### Goal 3.4: Measure and communicate progress.

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Highlight data and mark progress at elementary level	Sonoma County will have data for all elementary schools (that is not currently available from the state)	Conduct interviews and surveys of teachers for how and to what degree they use arts integration, teaching artists, or provide arts experiences
Highlight data and mark progress at secondary level	Sonoma County will review and share data for all secondary school for secondary offerings. Review data on annual basis through Arts Education Data Project on an annual basis for secondary offering in arts disciplines and CTE	
Collect and share arts education data every three years	Districts can benefit from the shared data highlighting elementary and secondary offerings in arts disciplines and arts integration with other content area.	Creative Sonoma to conduct countywide research every three years to mark progress
Review targeted district LCAPs to measure progress in arts education	Districts will allocate additional LCFF, Title I (large concentrations of low-income students), Title III (Language Instruction for English Learner and Immigrant Students Act), and/or Title IV (provides access to well-rounded education, improves learning conditions, tech, and digital literacy) funds towards the arts	Review and report out on district LCAPs, watching progress of how funding in the arts is included and grows over time.
Communicate progress to Leadership 40 and School Boards	Invite presentations to share and celebrate arts education progress over time	Give impactful examples of successful arts teaching and learning as well as arts integration strategies  Share assessment data
Provide information about the Declaration for Equity in Arts Learning through CREATE CA	Community members and districts organize Arts Now local or regional teams to regularly present arts updates and arts values to their school boards and adopt the Declaration for Equity in Arts Learning	Make Declaration for Equity in Arts Learning a key resource for advocates  Plan presentations  Encourage districts to add the Arts Equity badge on websites
Communicate progress to administrators, teachers, parents, students and the broader community	Community is engaged and motivated to continue arts education advocacy efforts	Compile data  Communicate and share findings  Annual survey will be administered and data shared at a state of arts education event

# Goal 4

## Arts Funding

### Goal 4.1: Provide multi-tiered sustainable funding.

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Connect funding resources to exponentially increase the reach – public/private partnerships	Districts utilize options to diversify funding for arts education such as education foundation funding, grant funds, family foundations, corporate funding streams, biotech firms (especially around STEM/STEAM), wine industry	<p>Identify current project and programs that could be expanded or developed with adequate funding</p> <p>Identify local and state arts orgs or foundations that prioritize arts education and offer resources</p> <p>Connect with partners to provide community match resources</p> <p>Write grant, letter of interest, or proposal for funding</p>
Identify underserved districts/schools with high needs and support them to secure funding to address equitable access to the arts	Develop awareness in the districts to access funding from different areas such as the Creative Sonoma grant programs or other regional, state, or national programs	<p>Set criteria for underserved</p> <p>Provide information and support to access funds</p>

### Goal 4.2: Direct district funding to support arts education.

Strategy	Outcomes for Districts or Schools	Examples of Action Steps
Strategize long-term and short-term funding solutions- Title I/Title III/Title IV/LCFF funding	Districts utilize long-term and short-term state funding solutions- Title I/Title III/Title IV/LCFF funding	<p>Look at models for sustainable funding in ongoing development of Title IV funds by formula distribution</p> <p>Help administrators understand and utilize Title I, III, IV funds for the arts</p> <p>Educate stakeholders to understand how school funding works and can be efficiently managed</p>
Scan LCAPS to determine funding levels toward the arts	Increase awareness of districts that have included arts in the LCAP - in a variety of different contexts including SEL, ELL, STEAM, CTE, Special Education, etc.	Gather LCAPS from district websites and scan for note on the arts

## Key Takeaways

Data Analysis from California Arts Education Data Project (createca.net) and Sonoma County Arts Education Alliance surveys

1. Arts enrollment in Sonoma County is stagnant and lags significantly in comparison to four surrounding counties.
2. Although access to arts education in Sonoma County is at about the state average (39% of students participating in the arts,) there remain a number of students in schools with no access to the arts.
3. Seventy-nine percent of secondary schools in Sonoma County do not provide the comprehensive arts education required by Education Code, and elementary school rates are even worse.
4. Following state trends, access to arts education in Sonoma County is often a matter of race and place with no equity of access for all students, though there are some encouraging exceptions.
5. Dance and theatre enrollments lag far behind music and visual arts enrollment throughout the county.
6. Sonoma County trails the state in preparing students to participate in California's \$406.5 billion creative economy.
7. There is a great disparity throughout the county in the number of arts teachers provided by schools.
8. Help is needed everywhere; there is no clear relationship between geographic location and arts enrollment.
9. Three important factors can track progress in providing equity and access to high quality arts education across Sonoma County over time: Arts Enrollment, Student to Arts Teacher Ratio, Number of Required Arts Disciplines Offered.
10. There is widespread support for the arts among educators and community members.

## Opportunities and Challenges

These are common priorities that are found in Sonoma County, as well as in many parts of our State.

1. Due to the development and dissemination of data in the California State Dashboard (an online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups who may be struggling,) priorities turn to attendance, behavior, and completion.
2. The trend to supporting the “whole child” has made Social and Emotional Learning/Multi-Tiered Support of Systems a key priority.
3. As the English Language Learner population grows in our State, we need to be mindful of their unique needs.
4. There is strong motivation to create STEM/STEAM environments/labs/maker spaces with creativity embedded.
5. Inclusion of Special Education/Special Day Classes is necessary.
6. CTE is a priority in our state, but students and parents are not always aware of career opportunities in the creative economy that may be explored.
7. Arts Integration is not well understood, and there needs to be a shift in mindset to BOTH/AND to include arts integration and “art for art’s sake” dedicated instruction.
8. A student centered approach could honor the “content creator mindset” – students are already making original work on their phones and devices. Ensure that students know how to be responsible and aware of their impact when creating and distributing original work.
9. Inclusion of Alternative/Continuation High Schools is a key priority.
10. All means all – all students have the right to equity in arts learning.



# Appendix

## The Planning Process

In collaboration with the California Alliance for Arts Education, a planning team comprised of Sonoma County community stakeholders came together in May 2019 to develop, determine, and articulate strategies for best practices in arts education with the purpose of creating an action and implementation plan. The planning team represented a group of educators, administrators, community partners, parents, and students.

A diverse, community stakeholder group began to envision the next steps to support and advocate for arts education in all TK-12 grades in public and charter schools in Sonoma County. It was recognized that there are rich resources with many schools demonstrating exemplary practices and pockets of excellence throughout the county. The group agreed that a more interconnected, collaborative approach would elevate the ability of all constituents to provide more equitable access to arts education.

The team engaged in a consensus-building strategic planning process through the facilitation of the California Alliance for Arts Education, with coach facilitator, Peggy Burt. Leadership for the planning process was provided by Kristen Madsen, Director, Creative Sonoma; Karen McGahey, Arts Education Consultant, formerly of the Sonoma County Office of Education; and Debbie Yarrow, Creative Sonoma Program Coordinator, Arts Education.

The planning process utilized data as the basis to drive the decisions, using two research reports survey findings from feedback of various county stakeholders 1) “State of Arts Education in Sonoma County: Analyses of Survey Data” survey findings 2) an in-depth analysis from the California Arts Education Data Project provided by arts education consultant, Bob Bullwinkel, titled “State of Arts Education in Sonoma County Secondary Schools.” The data analysis revealed tremendous potential and opportunity in this community.



# Glossary of Terms

**Arts** - an inclusive term that encompasses all of the arts disciplines of dance, music, media arts, theater, and visual arts.

**Arts Integration** - an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

**California Arts Education Data Project** - a tool which analyzes and reports school-level data on arts education courses and middle and high school enrollment across the state. It is designed to enable leaders at the state, district and school level - as well as parents and advocates - to identify and address education inequities across the state.

**Career and Technical Education** - Multi-year sequence of courses that integrates core academic knowledge with technical and occupational knowledge to provide students with a pathway to post-secondary education and careers.

**Create CA** - California's statewide arts education coalition.

**LCAP** - Local Control Accountability Plan. Describes a school district's overall vision for students, annual goals, and specific actions the district will take to achieve the vision and goals. This is part of the LCFF.

**LCFF** - Local Control Funding Formula. Current funding law from the state to give school boards local control.

**Media Arts** - includes screen based projects presented via film, television, radio, audio, video, the internet, interactive and mobile technologies, video games, transmedia storytelling, and satellite as well as media-related printed books, catalogs, and journals.

**Multi-Tiered Support of Systems** - A framework of support for struggling students, focusing on the whole child. Tiers of support for academic growth and achievement, behavioral, social, and emotional needs intensifies from one level to the next as needed.

**Sonoma County Arts Education Alliance (AEA)**

- a collaborative venture with representatives from the Sonoma County Office of Education, Creative Sonoma, several school districts across the county, arts teachers, arts administrators, and arts organizations.

**STEAM** - Science, Technology, Engineering, Arts, Mathematics. An approach to learning that uses these areas as access point for student inquiry, dialogue, and critical thinking. Utilizing and leveraging the integrity of the arts themselves is essential to an authentic STEAM initiative.

**Title I** - Basic principle is that schools with large concentrations of low-income students will receive supplemental funds to assist in meeting student's educational goals.

**Title III** - Provides funds to help English language learning, including immigrant children and youth succeed in school by assisting them in becoming fluent in English and meeting challenging state academic content and student achievement standards.

**Title IV** - Newly authorized under subpart 1, Part A of Every Student Succeeds Act intends to improve students' academic achievement by increasing the capacity of state educational agencies, local education agencies, and local communities to provide all students with access to a well-rounded education; improve school conditions for student learning; and improve the use of technology to improve the academic achievement and digital literacy of all students.

# Educational Concepts and Definitions

The following concepts and initiatives can be used to support including and increasing arts education opportunities for our students.

## **Content Standards** [www.cde.ca.gov/be/st/ss/](http://www.cde.ca.gov/be/st/ss/)

California has a stated priority of delivering core content to every student TK-12 including content areas such as English Language Arts, Mathematics, Science, and Visual and Performing Arts to name a few. Content standards were designed to encourage the highest achievement of every student, by defining the knowledge, concepts, and skills that students should acquire at each grade level. The educational standards describe what students should know and be able to do in each subject in each grade, as determined by the State Board of Education.

## **Common Core** [www.cde.ca.gov/re/cc/](http://www.cde.ca.gov/re/cc/)

Since 2010, a number of states across the nation have adopted the same standards for English Language Arts and Math. These standards are called the Common Core State Standards (CCSS). Having the same standards helps all students get a good education, even if they change schools or move to a different state. Teachers, parents, and education experts designed the standards to prepare students for success in college and the workplace.”

## **The Four C’s – Communication, Collaboration, Creativity and Critical Thinking**

[www.nea.org/tools/52217.htm](http://www.nea.org/tools/52217.htm)

The 21st-century skills of communication, collaboration, creativity, and critical thinking, often referred to as the “four Cs,” are an integral part of the Common Core standards, and a part of all arts teaching and learning. Learning in and through the arts consistently contributes to these processes and abilities.

## **Social and Emotional Learning** [www.cde.ca.gov/eo/in/socialemotionallearning.asp](http://www.cde.ca.gov/eo/in/socialemotionallearning.asp)

The California Department of Education states, Social and Emotional Learning reflects the critical role of positive relationships and emotional connections in the learning process and helps students develop a range of skills they need for school and life. SEL skills include the ability to:

- Set and achieve positive goals
- Establish and maintain positive relationships
- Understand and manage emotions
- Feel and show empathy for others
- Make responsible decisions

All of these skills are necessary—both for educators and students—to function well in the classroom, in the community, and in college and careers.

While many teachers instinctively know that social and emotional learning is important, historically schools have been primarily focused on teaching academic content such as reading, math, science, and history, and less intentional about supporting the social and emotional skills that are so important to learning and life success.

There is a growing body of research proving that social and emotional learning (SEL) is fundamental to academic success, and must be woven into the work of every teacher in every classroom and every after school and summer learning program, if we truly want to prepare all our students for college and careers.

The California Department of Education (CDE) is committed to helping educators learn more about SEL and how to make this a part of every child’s school experience.” Every district in California has been charged to embrace Social and Emotional Learning. We propose that one of the most effective ways to incorporate SEL is in and through the arts. When students see themselves through the lens of the arts, their sense of self-esteem soars.

They also become more empathetic, compassionate, and kinder. No longer considered “soft skills”, these are the skills that students need for the 21st century.

**Local Control Accountability Plan (LCAP)** [www.cde.ca.gov/re/lc/](http://www.cde.ca.gov/re/lc/)

The arts can be of critical importance in stated goals of a school district’s LCAP.

1. Parent engagement – parents may support instruction, school and district arts festivals, advocacy efforts and attendance at performances and exhibits.
2. Student achievement – a growing body of research shows that student achievement is enhanced where there is consistent arts learning.
3. Student engagement – absenteeism decreases and graduation rates increase when the arts are taught.
4. Broad course of study – Visual and Performing Arts are the “F” requirement in the A-G requirement schedule to prepare students for attendance at a UC or CSU
5. Outcomes in a broad course of study: College and Career Readiness. The Arts, Media and Entertainment (AME) pathway is the fastest growing pathway in CTE (Career and Technical Education) in our State. The Otis Report on the creative economy states that 1 out of 10 jobs in California is within the creative industries. These priority areas form the basis for California’s integrated accountability system, which meets both state and federal requirements.

**Sonoma County Portrait of a Graduate** [www.sonomapog.org/portrait](http://www.sonomapog.org/portrait)

In a shared vision of aspirations for our students, Sonoma County parents, educators, business and community leaders have created an image of what high school students need to succeed. The Portrait of a Graduate includes traits and skills: curiosity, empathy, communication, collaboration, ethics, and initiative. An education in the arts provides an opportunity to explore, experience, and embrace each one of these traits at a variety of levels throughout a student’s school career.

**California School Dashboard** [www.cde.ca.gov/ta/ac/cm/documents/gettingknowdashboard18.pdf](http://www.cde.ca.gov/ta/ac/cm/documents/gettingknowdashboard18.pdf)

The California School Dashboard is an online tool designed to help communities across the state access important information about K-12 schools and districts. The Dashboard features easy-to-read reports on multiple measures of school success. The dashboard presents six state measures that allow for comparisons across schools and districts based on information collected statewide: High School graduation rate, academic performance, suspension rate, English Learner progress, college/career readiness, and chronic absenteeism. A quality and complete arts education addresses the challenges districts face in providing compelling learning experiences to all students, particularly in the most underserved, school dependent areas, and lead to high graduation rates and workforce readiness. The arts fuel student engagement. When compelled by content that is relevant and challenging, students attend school and engage with arts classes.

References

1. Arts Education Partnership: The Arts Leading the Way to Student Success: A 2020 Action Agenda for Advancing Arts Education ([www.aep-arts.org/wp-content/uploads/2017\\_AEP\\_2020\\_Action\\_Agenda.pdf](http://www.aep-arts.org/wp-content/uploads/2017_AEP_2020_Action_Agenda.pdf))
2. State of Arts Education in Sonoma County: Analyses of Survey Data ([www.creativesonoma.org/wp-content/uploads/sites/www.creativesonoma.org/images/2019/05/FINAL-WestEd-Final-Report-12-17.pdf](http://www.creativesonoma.org/wp-content/uploads/sites/www.creativesonoma.org/images/2019/05/FINAL-WestEd-Final-Report-12-17.pdf))
3. The State of Arts Education in Sonoma County Secondary Schools ([www.creativesonoma.org/wp-content/uploads/sites/www.creativesonoma.org/images/2019/08/FINAL-State-of-Arts-Education-in-Sonoma-County-Secondary-Schools-.pdf](http://www.creativesonoma.org/wp-content/uploads/sites/www.creativesonoma.org/images/2019/08/FINAL-State-of-Arts-Education-in-Sonoma-County-Secondary-Schools-.pdf))

# Acknowledgements and Thank You's

## **SONOMA COUNTY ARTS EDUCATION ALLIANCE EXECUTIVE COMMITTEE**

Wendy Cilman, Santa Rosa Symphony  
Elizabeth Evans, Santa Rosa City Schools  
Lauren Hodge, Children's Museum of Sonoma County  
Karen McGahey, Sonoma County Office of Education (retired) and Educational Consultant  
Kristen Madsen, Creative Sonoma  
Tracy Sawyer, Luther Burbank Center for the Arts  
Tara Thompson, City of Santa Rosa Planning and Economic Development  
Ashleigh Worley, Luther Burbank Center for the Arts  
Debbie Yarrow, Creative Sonoma

## **STRATEGIC ARTS EDUCATION PLANNING TEAM MEMBERS**

Dianne Aoki, Sonoma Valley Museum of Art  
Jenny Bent, Sonoma State University  
Wendy Cilman, Santa Rosa Symphony  
O'Meara Cover, Petaluma City Schools PTA  
Elizabeth Evans, Santa Rosa City Schools  
Allison Frenzel, Windsor Unified School District  
Robin Hampton, Arts Now, California Alliance for Arts Education  
Nikko Kimzin, Transcendence Theatre Company  
Paula Lane, Sonoma State University  
Karen McGahey, Arts Education Consultant  
Kristen Madsen, Creative Sonoma  
Robyn Muscardini, Visual Thinking Strategies  
Eileen Nagle, Theater Teaching Artist  
Erik Ohlson, Santa Rosa City Schools  
Joella Olsen, Windsor Arts Now  
Jessica Progulsk, Sonoma County Office of Education  
Bonnie Raines, Formerly Santa Rosa Charter School for the Arts  
Gena Richman, Arts Integration Teaching Artist  
Connie Schlelein, Arts Council Napa  
Jane Shelly, Santa Rosa Symphony  
Holly Stoufer, Student, El Molino Senior High School  
Joy Thomas, Child Parent Institute  
Chuck Wade, Sonoma County Office of Education  
Debbie Yarrow, Creative Sonoma  
Martín Zúñiga, Visual Teaching Artist

Creative Sonoma, a division of the Sonoma County Economic Development Board, supports and advances the creative community of the county through programs, grants awards, and support services. The economic impact of the creative economy is significant with a contribution of more than \$80 million driven into the county’s economy through creative pursuits annually (Arts & Economic Prosperity 5).

Sonoma County Office of Education fosters student success through service to students, schools, and the community. SCOE is a partner to the county’s 40 districts, providing services and oversight that help them serve roughly 671,000 students.

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

This plan was supported by the California Alliance for Arts Education with visionary and passionate guidance by Peggy Burt.





