

Marysville Joint Unified School District

# STRATEGIC ARTS PLAN

2023-2028

Ensuring that all MJUSD students have equal access to high-quality TK-12 arts instruction so that they are able to creatively express themselves through diverse artistic mediums and become lifelong artistic creators, participants, and advocates.



By MJUSD VAPA Staff

MJUSD Visual and Performing Arts Staff	
Sarah Bole	Brandy Klopf
Teresa Brown	Amanda Lopes
Rachel Burke	Wendy McMartin
Yesenia Cachu	Yuko McWhorter
Melanie Davila	Erin Pelfrey
Matthew DeMeritt	Star Saunders
Emily Focht Kuersten	Becky Stewart
Edith Fogel	Julie Wallace
Christina Garcia	Lena Webb-Magee
Michelle Greco	Glen Weisgerber
Anthony Harmon	Deanna Wiseman
David Heredia	Zachary Zumstein

Marysville Joint Unified School District Office Support
Dr. Fal Asrani - Superintendent
Jay Trujillo - Assistant Superintendent of Educational Services
Amy Stratton - Director of Curriculum, Assessment & Accountability

# TABLE OF CONTENTS

## **I. INTRODUCTION**

<i>Superintendent Letter</i>	<b>1</b>
<i>Proposition 28 Overview</i>	<b>2</b>
<i>Executive Summary</i>	<b>3</b>
<i>Mission &amp; Vision</i>	<b>5</b>
<i>Values</i>	<b>6</b>
<i>Alignment to the Graduate Profile</i>	<b>7</b>

## **II. ACTION PLAN**

<i>Areas of Focus</i>	<b>8</b>
<i>Three-Phase Implementation of Plan</i>	<b>9</b>
<i>Equity and Access</i>	<b>10</b>
<i>Curriculum</i>	<b>12</b>
<i>Systems of Support</i>	<b>14</b>
<i>Professional Development</i>	<b>16</b>
<i>Facilities, Technology, &amp; Resources</i>	<b>18</b>
<i>School Site Plans</i>	<b>19</b>

## **III. APPENDIX**

<i>Appendix A: Research</i>	<b>24</b>
<i>Appendix B: Professional Development</i>	<b>25</b>
<i>Appendix C: Spending Process and Budget Template</i>	<b>27</b>



# Superintendent's Letter

Dear MJUSD community,

I am extremely proud of the hard work and dedication of our Visual and Performing Arts (VAPA) teachers in developing the MJUSD 2023-2028 TK-12 Strategic Arts Plan.

The importance of Arts in education is captured in the newly completed MJUSD Graduate Profile that identifies five competencies for student success in college, career, and life. These are: (1) college and career readiness, (2) engagement and leadership, (3) personal characteristics, (4) academic competence, and (5) cultural and global competence. The Strategic Arts Plan supports and aligns with all five competencies and provides five areas of focus to build a successful, districtwide arts program:

Equity and Access: Enhance all aspects of visual and performing arts at each school

Curriculum: Strengthen the overall cohesiveness of the VAPA departments to create and expand curriculum offerings

Systems of Support: Develop positive and dynamic relationships and collaboration with local and regional arts organizations

Professional Development: Increase access to arts-specific professional development

Facilities, Technology & Resources: Improve facilities and access to technology and equipment that support the efforts of each artistic medium

This three-year Plan outlines a roadmap to enhance and expand opportunities for arts education in our schools. Through the support of teachers, administrators, and community members, this plan captures the vision to develop talented students who imagine and envision a better future.

On behalf of the Board of Education, I thank our teachers for your leadership and expertise in helping us move forward with this vision.

Sincerely,

Fal Asrani, EdD  
Superintendent



# THE ARTS AND MUSIC IN SCHOOLS (AMS) FUNDING GUARANTEE AND ACCOUNTABILITY ACT (PROPOSITION 28)

- Funding for Proposition 28 is calculated at the school site level and allocated to MJUSD.
- MJUSD is required to allocate funds to eligible school sites in the amounts calculated by the California Department of Education (CDE).
- "Arts education program" includes, but is not limited to, instruction and training, supplies, materials, and arts educational partnership programs for instruction in: dance, media arts, music, theatre, and visual arts including folk art, painting, sculpture, photography, craft arts, creative expression including graphic arts and design, computer coding, animation, music composition, ensembles, script writing, costume design, film, and video.
- All funds must be used to provide arts education programs. Since MJUSD serves more than 500 pupils, MJUSD must expend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs.
- AMS funds for arts program instruction must be part of the regular school day and statute requires that students be under the immediate supervision and control of a certificated employee in order to generate attendance for apportionment and receive instructional time credit.
- Each school can determine which program or programs it will offer. School administrators—in collaboration with teachers, families, and students—should together make the choice that best serves students in their local school community.
- Schools can share teachers and teacher aides as well as community arts partners, and school districts can help facilitate this sharing among schools.
- AMS funds are subject to an annual audit to include verification that LEAs expended funds in accordance with their certifications and the requirements in EC Section 8220 beginning with the 2023–24 annual audit.
- Each school is required to submit an annual board-approved report to be posted on the school district's and Department of Education's websites that details the type of arts education programs funded by the program; the number of full-time equivalent teachers, classified personnel, and teaching aides; the number of pupils served; and the number of school sites providing arts education programs with such funds.
- Education Code Chapter 5.1, Section 8820, subsection (g) subdivision (2), states that as a condition of receipt of funds pursuant to this chapter, an LEA shall annually: "Certify that such funds received will be used to supplement funding for arts education programs and that funds received in the prior fiscal year were, in fact, used to supplement arts education programs."



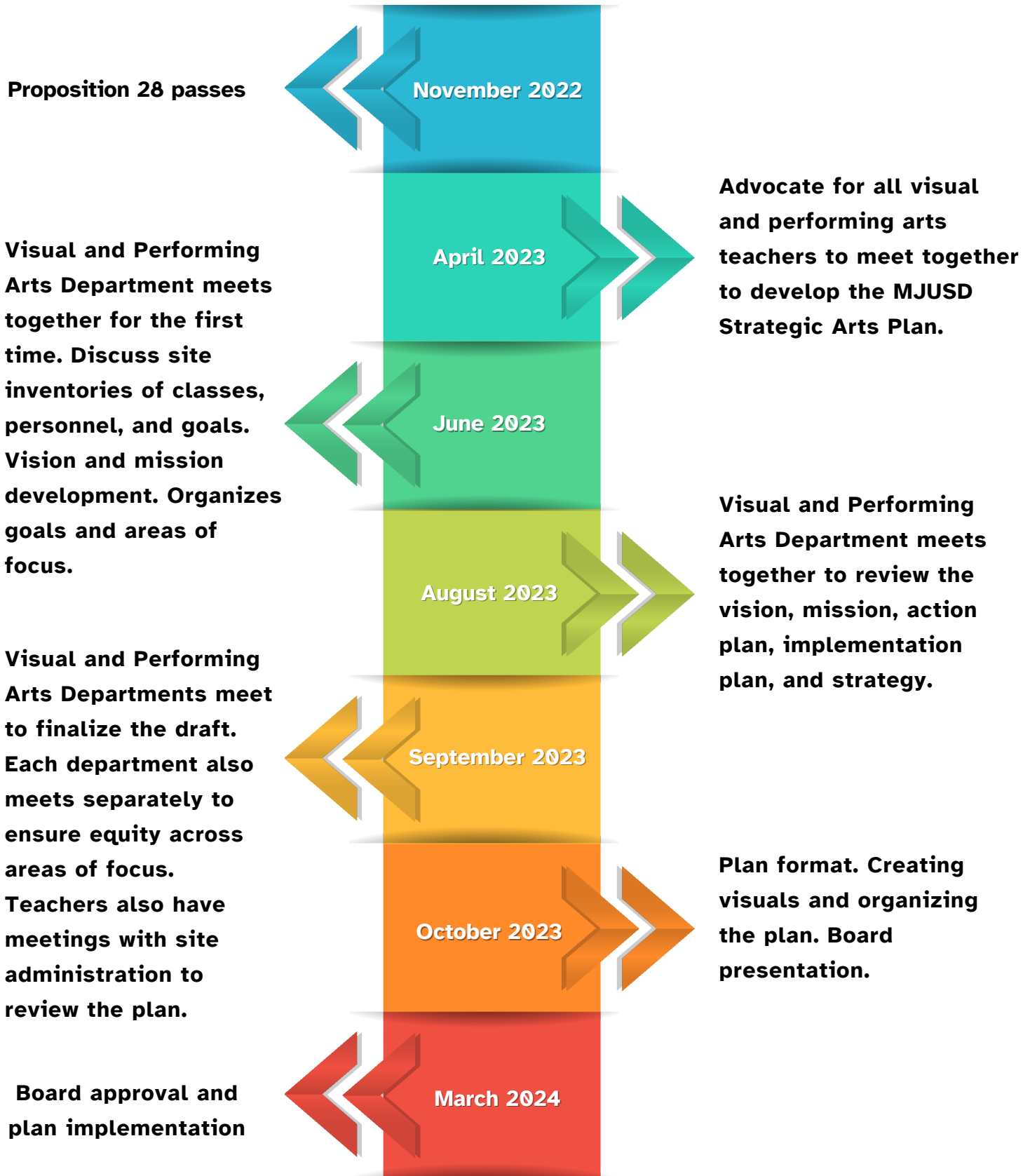
# EXECUTIVE SUMMARY

**Marysville Joint Unified School District is committed to offering and maintaining a full and highly functioning arts education program at every school site within the district.** A high-quality visual and performing arts education is essential for student well-being and success. The voters of California recognized the value and contribution of the various arts disciplines by passing Proposition 28 in 2022. The proposition changes the landscape for arts education by guaranteeing access through funding for arts education for all students in the TK-12th grade. This funding secures the arts as an essential part of every child's development and education. Substantial research (see Appendix A) supports the value of arts in school and its impacts on reading and math acquisition.

This plan provides a five-year, three-phase roadmap for schools in MJUSD to utilize Proposition 28 funding successfully. Developed by MJUSD visual and performing arts teachers, this plan will:

- Define the vision and mission for arts in our schools.
- Highlight the values of our community.
- Define the alignment with the Graduate Profile.
- Define the areas of focus.
- Develop goals for a three-phase implementation plan.
- Define the school site plans and spending process.
- Provide research supporting arts in the schools.
- Report on the needs assessment completed by the VAPA teachers.
- Define the professional organizations and professional development opportunities available to staff.
- **Develop and implement opportunities for students to earn physical education credits for marching band and dance and thereby grow student involvement, retention, and growth.**

The staff of MJUSD would like to thank the voters of California for showing their value in arts education. These resources and commitments of our communities will positively impact the lives of our students for years to come. **One of the highlights of this work is an annual district-wide performance event in partnership with community arts foundations and the district leadership team. The district will also design opportunities for summer camps to extend learning opportunities for students within the district.**



# Vision & Mission

## VISION

To ensure that all MJUSD students have equal access to high-quality TK-12 arts instruction so that they are able to creatively express themselves through diverse artistic mediums and become lifelong artistic creators, participants, and advocates.

## MISSION

It is the mission of the MJUSD VAPA department to provide a collaborative network to strengthen and **grow** arts education at all levels through advocacy, leadership, professional development, and professional/community recognition to ensure all students receive access to a comprehensive curriculum in the visual and performing arts.

---

MJUSD will meet this mission by:

- Providing more students with equitable access to education, tools, and materials in the visual and performing arts content areas.
- Acquiring, maintaining, and improving state-of-the-art facilities that support the mission and efforts of each artistic medium.
- Recruiting and retaining highly qualified instructors.
- Showcasing student work and recognizing growth, development, and outstanding accomplishment.
- Increasing instructional vitality in the visual and performing arts through the PLC process.
- Working collaboratively with site administrators to expand and enhance arts offerings.
- **Identify multiple ways to increase student participation and retention in the arts.**

# VALUES

The Marysville Joint Unified School District Visual and Performing Arts Department is committed to strong values that guide our daily behavior toward student success. All administration, faculty, and staff members in the department adhere to the following core values:

## EQUITY

To ensure impartial treatment of all students and adults whereby all students have access to educational opportunities according to their unique needs.

## COLLABORATION

To streamline our vertical and horizontal alignment throughout the district in each art discipline.

## COMPREHENSIVENESS

To ensure equitable access to high-quality instruction at every school site.

## CURRICULUM

Engage all students in a comprehensive, well-articulated, and age-appropriate curriculum aligned to the California Arts Standards for Public Schools, TK-12, that also purposefully builds a full range of language, literacy, and other content area skills. This curriculum is cognitively complex, coherent, relevant, challenging, and culturally inclusive.

## OPPORTUNITY

To ensure that all students have access to an equitable, inclusive opportunity to learn and participate in the visual and performing arts.

## PERSONAL & COLLECTIVE ACCOUNTABILITY

To honor our obligations, take ownership of our actions, and reflect on outcomes.

## POWERFUL FAMILY & COMMUNITY ENGAGEMENT

Implement strong family and community engagement programs that build leadership capacity. These relationships will value and draw upon community knowledge to inform, support, and enhance arts teaching and learning for all students.

# GRADUATE PROFILE ALIGNMENT

**When students graduate from Marysville Joint Unified School District, they should come away with the following soft skills:**



## **College & Career Ready**

- I can identify high-quality effort, improvement, and personal achievement.
- I know what careers exist in the visual and performing arts.
- I engage with the arts as part of a community and culture.

## **Engagement & Leadership**

- I strive for excellence in my art work.
- I experience meaningful connections through shared human experiences.
- I evoke emotion and response in myself (the artist) and the viewer (audience).

## **Personal Characteristics**

- I exemplify and personify respect for the art, artist, space, tools, and effort.
- I can work collaboratively in a team.
- I can empathize with others.

## **Academic Competence**

- I exhibit creativity in problem-solving skills.
- I develop technique, tenacity, grit, and independent problem-solving through a high-quality arts education.
- I can achieve grade level standards in the arts.

## **Cultural & Global Competencies**

- I appreciate diverse perspectives, ideas, abilities, styles, and cultures.
- I understand the cultural and/or historical relevance of a work of art.
- I understand that art makes up the world around us.



# Areas of Focus

*As defined by the MJUSD VAPA Staff*

1

## EQUITY & ACCESS

Expand instructional staff to enhance all aspects of visual and performing arts at each school site as well as culturally specific arts offerings to increase equity and visibility for our unique student population.



2

## CURRICULUM

Commit to district-wide VAPA PLC time at least quarterly to ensure ongoing collaboration across sites, facilitate peer-to-peer learning, strengthen the overall cohesiveness of the MJUSD VAPA department, and create and expand curriculum offerings.



3

## SYSTEMS OF SUPPORT

Develop a stronger relationship with site and district administration, including the district board of directors. Increase visibility of VAPA in MJUSD in the local community and develop positive dynamic relationships and collaborations with local and regional arts organizations.



4

## PROFESSIONAL DEVELOPMENT

Ensure increased access to arts-specific professional development opportunities to ensure professional growth of all arts instructors.



5

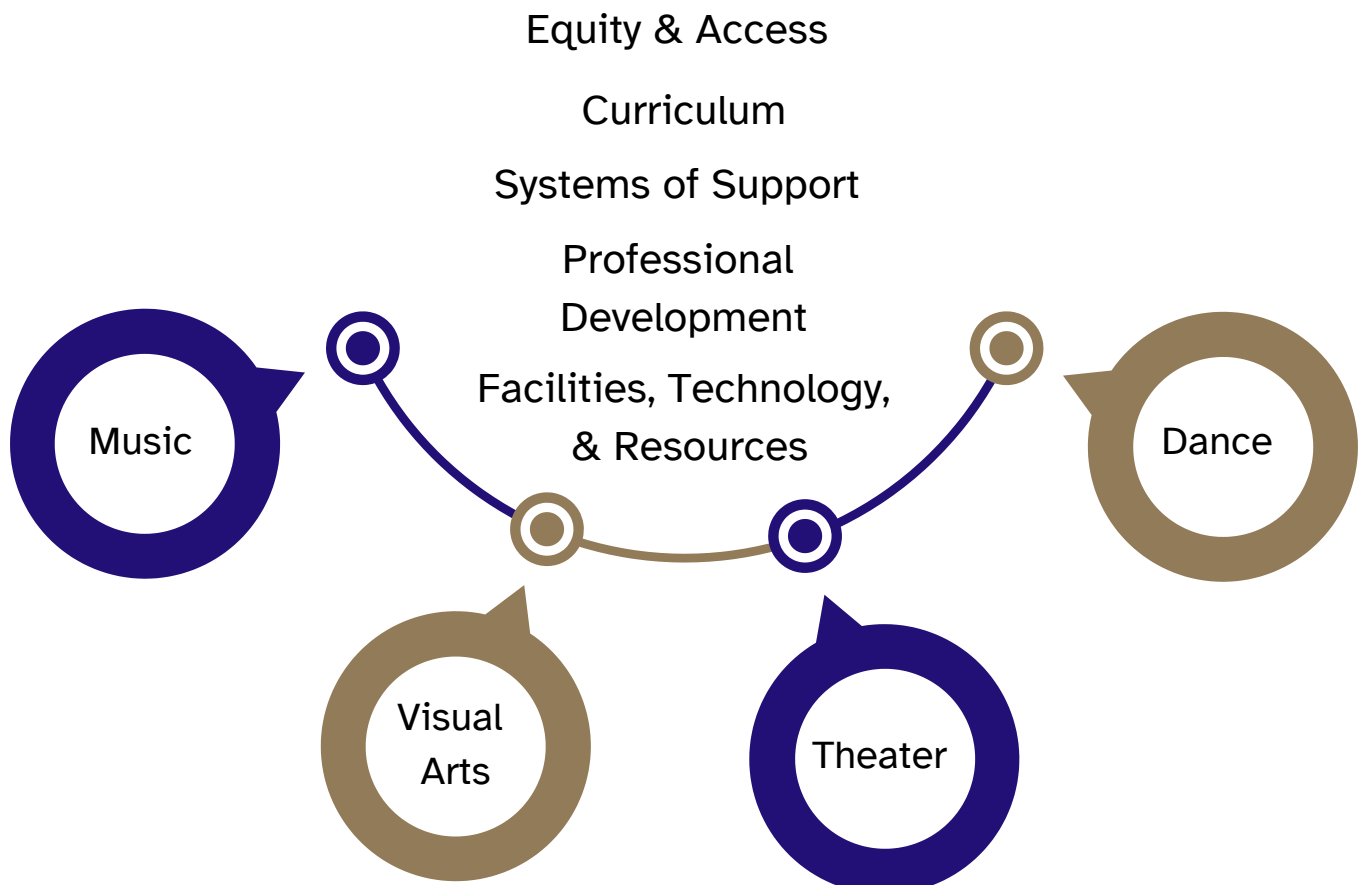
## FACILITIES, TECHNOLOGY, & RESOURCES

Acquire, maintain, and improve state-of-the-art facilities, technology, and equipment that support the mission and efforts of each artistic medium.



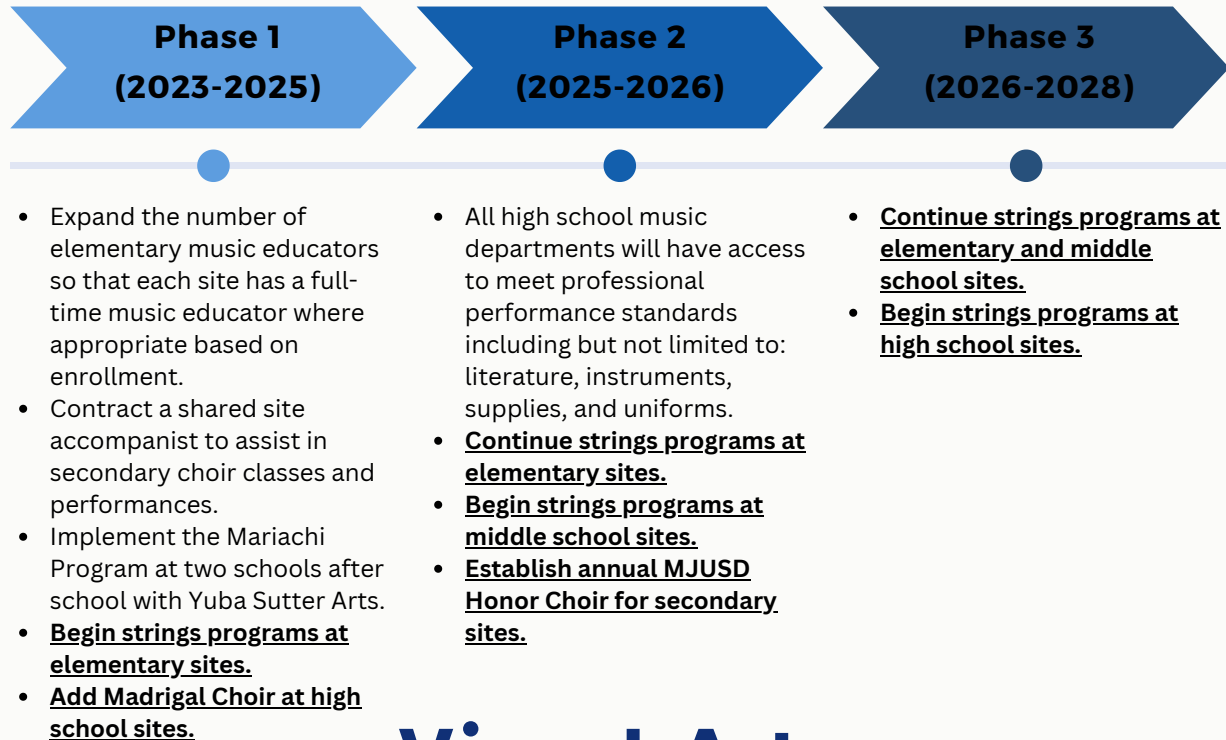


# THREE-PHASE IMPLEMENTATION PLAN

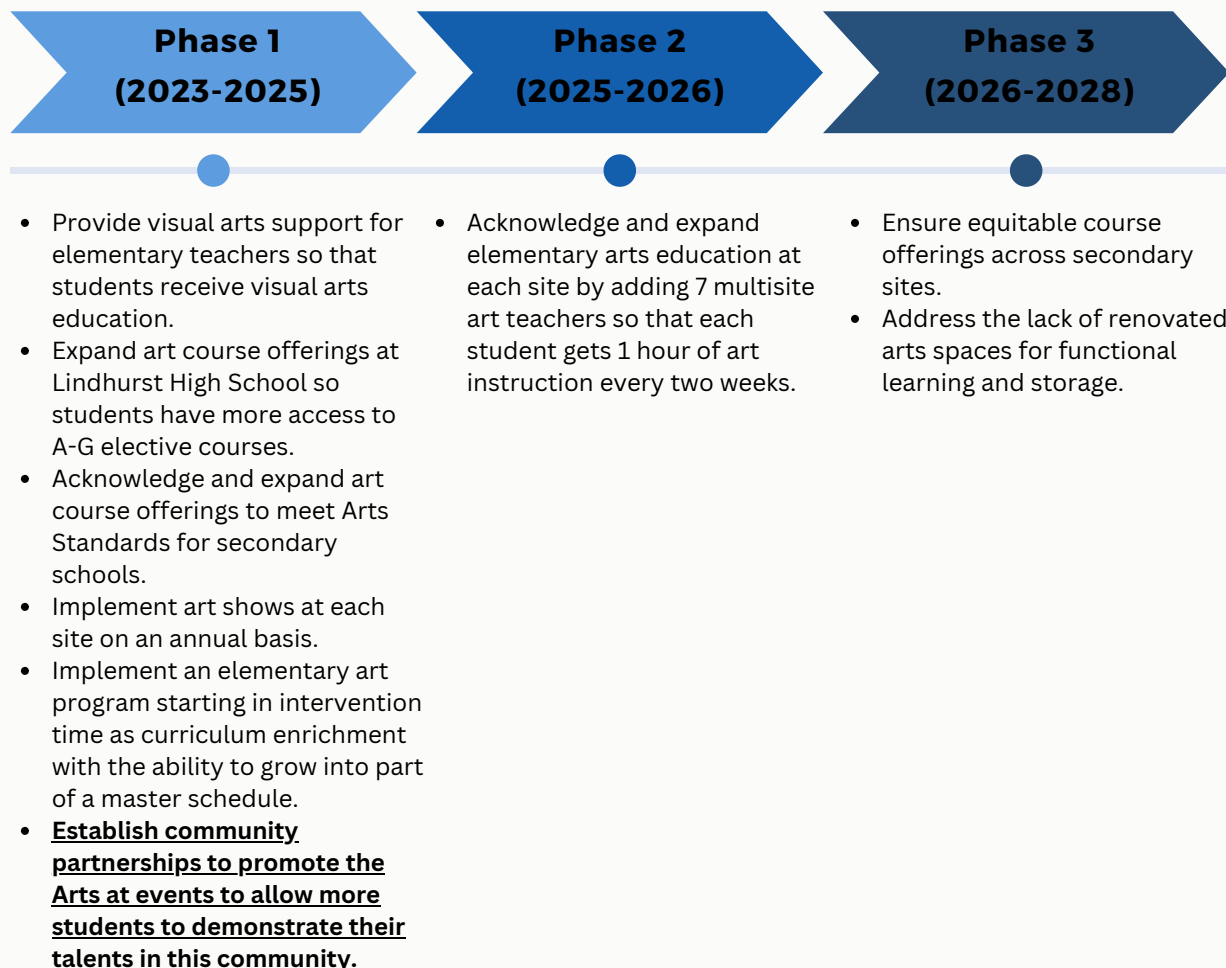


# Equity & Access

## Music



## Visual Arts

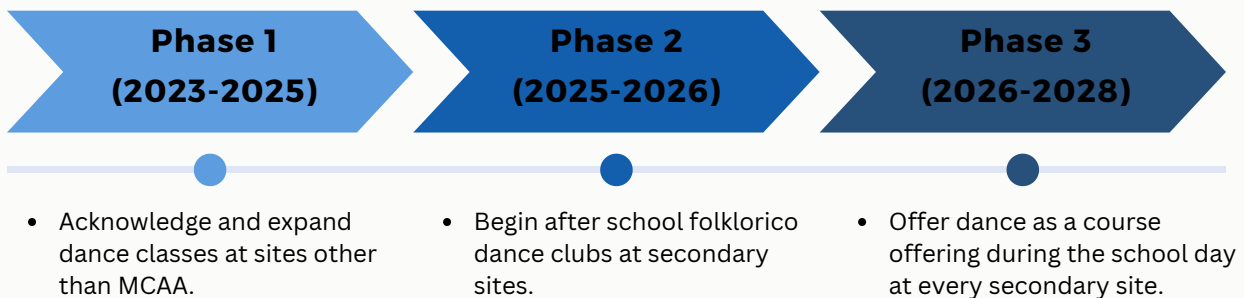


# Equity & Access

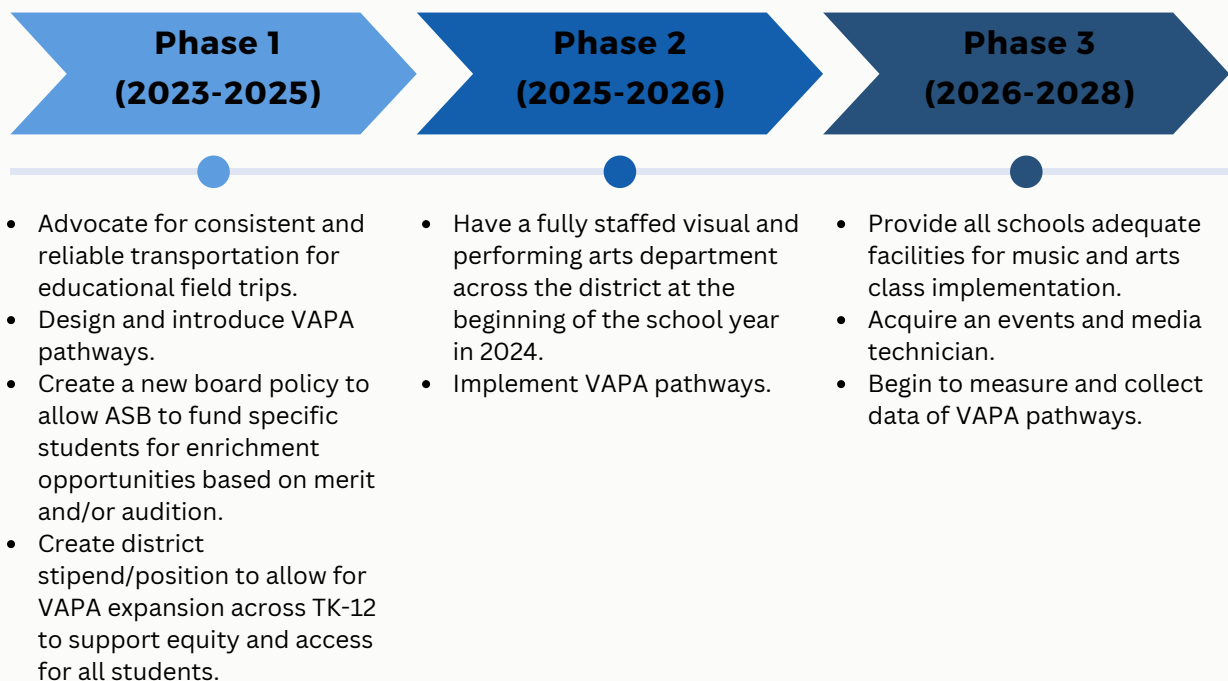
## Theater



## Dance

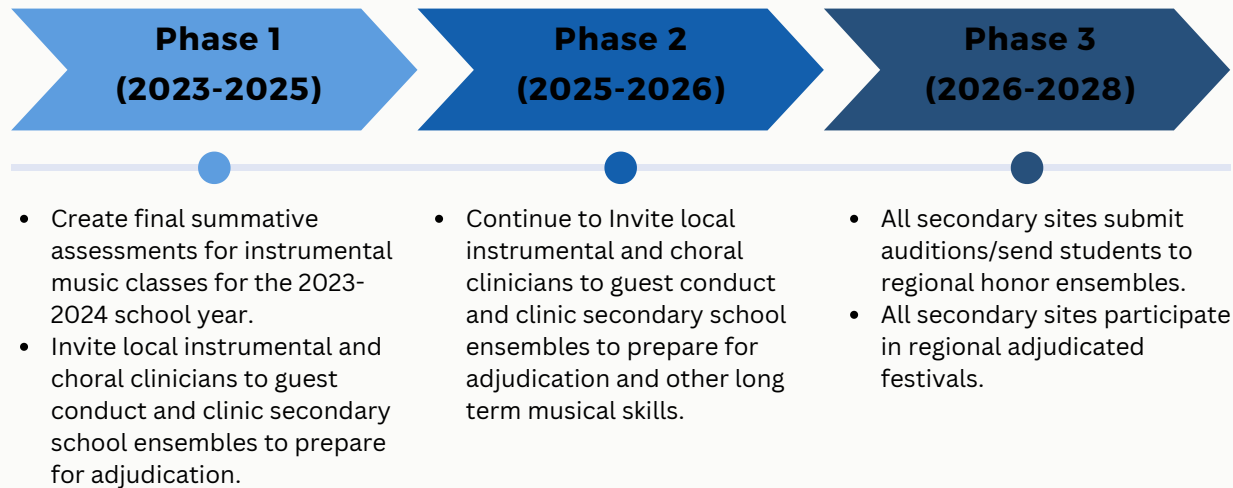


## All Disciplines

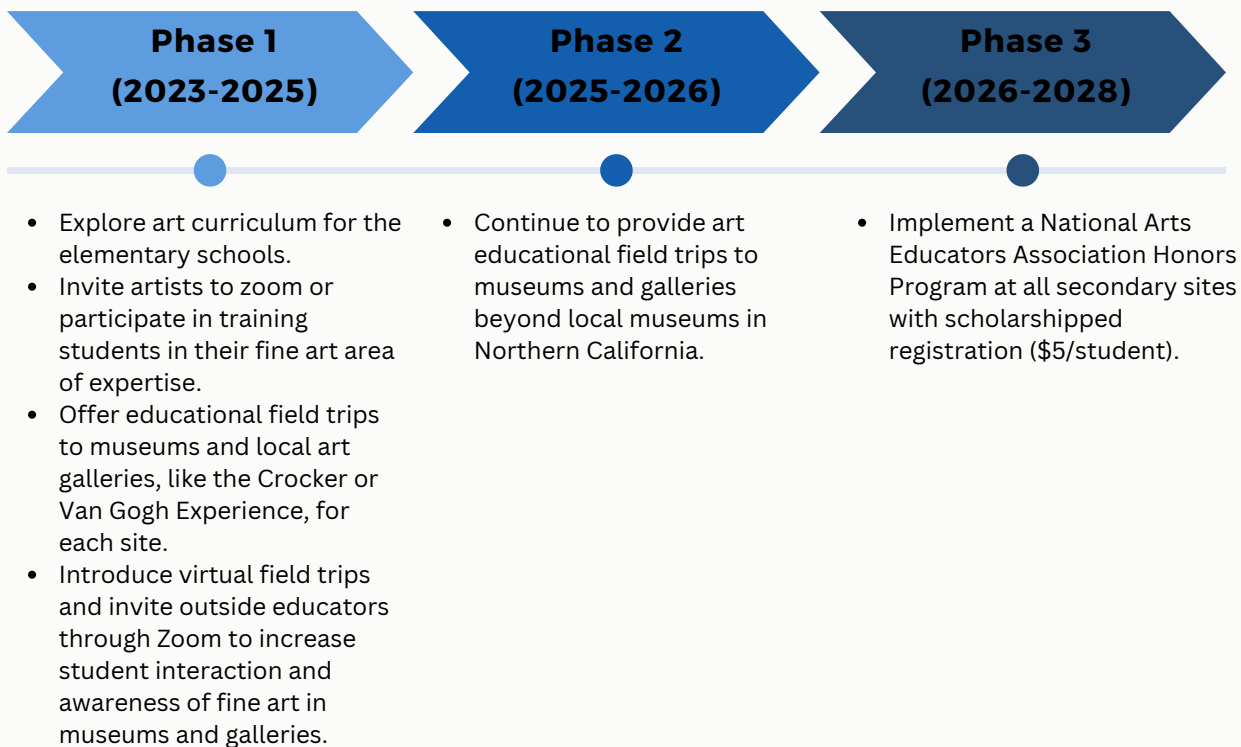


# Curriculum

## Music

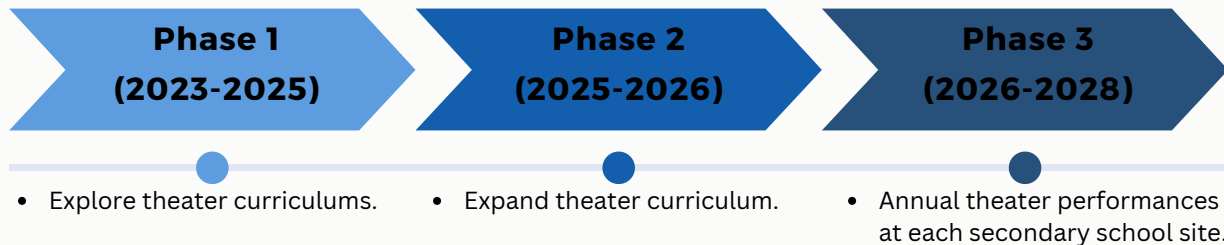


## Visual Arts

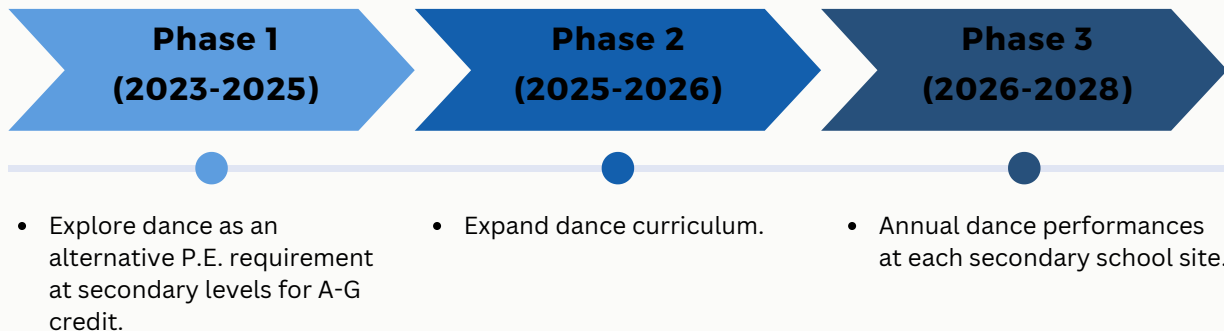


# Curriculum

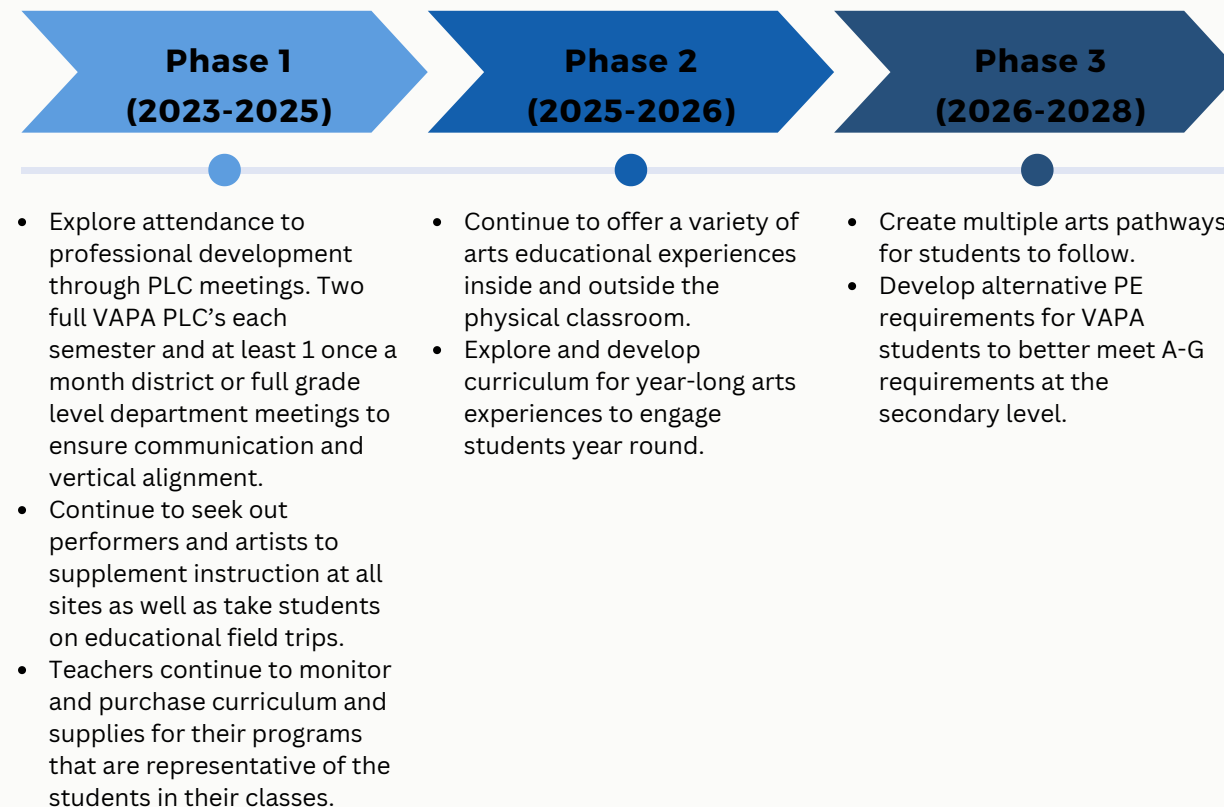
## Theater



## Dance



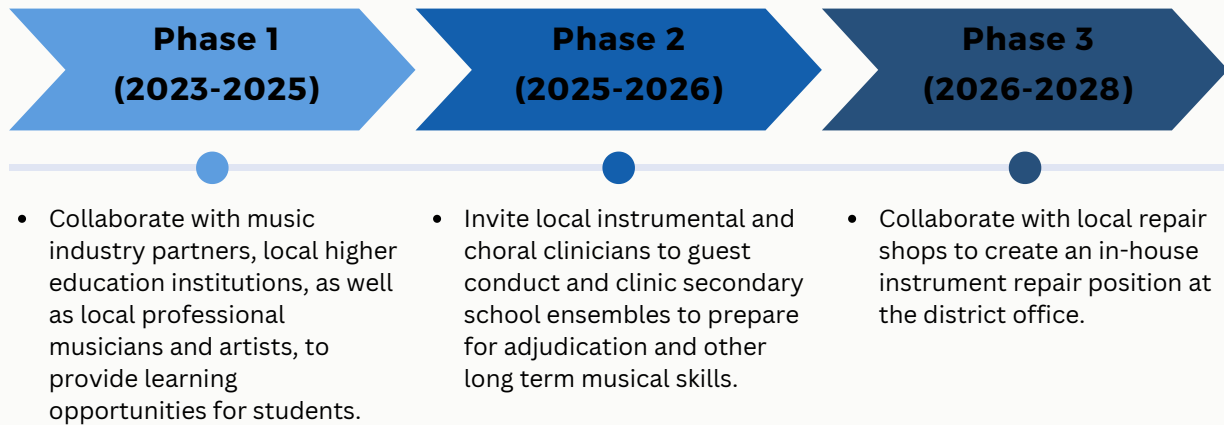
## All Disciplines





# Systems of Support

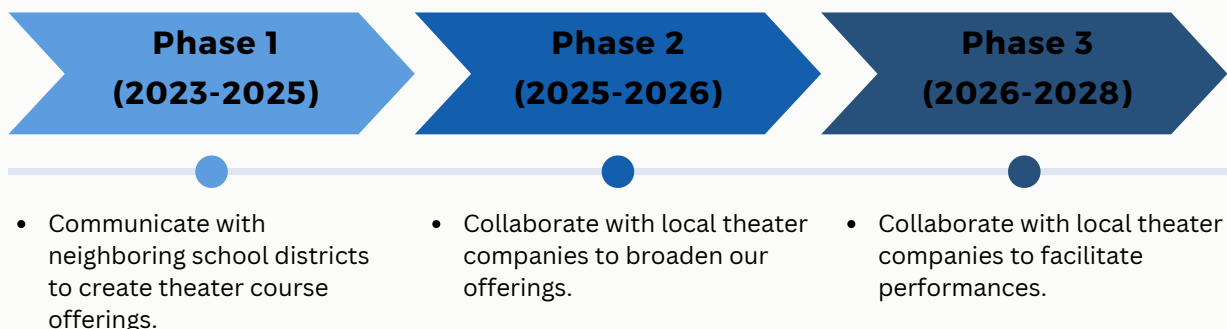
## Music



## Visual Arts

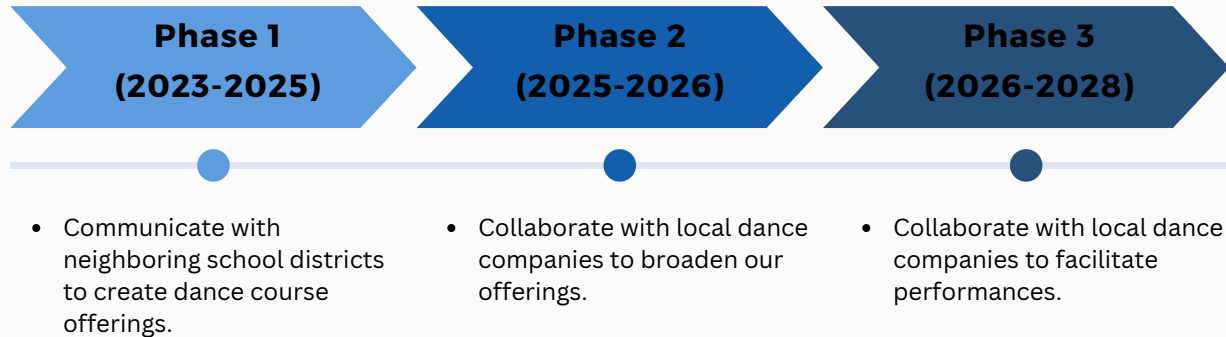


## Theater

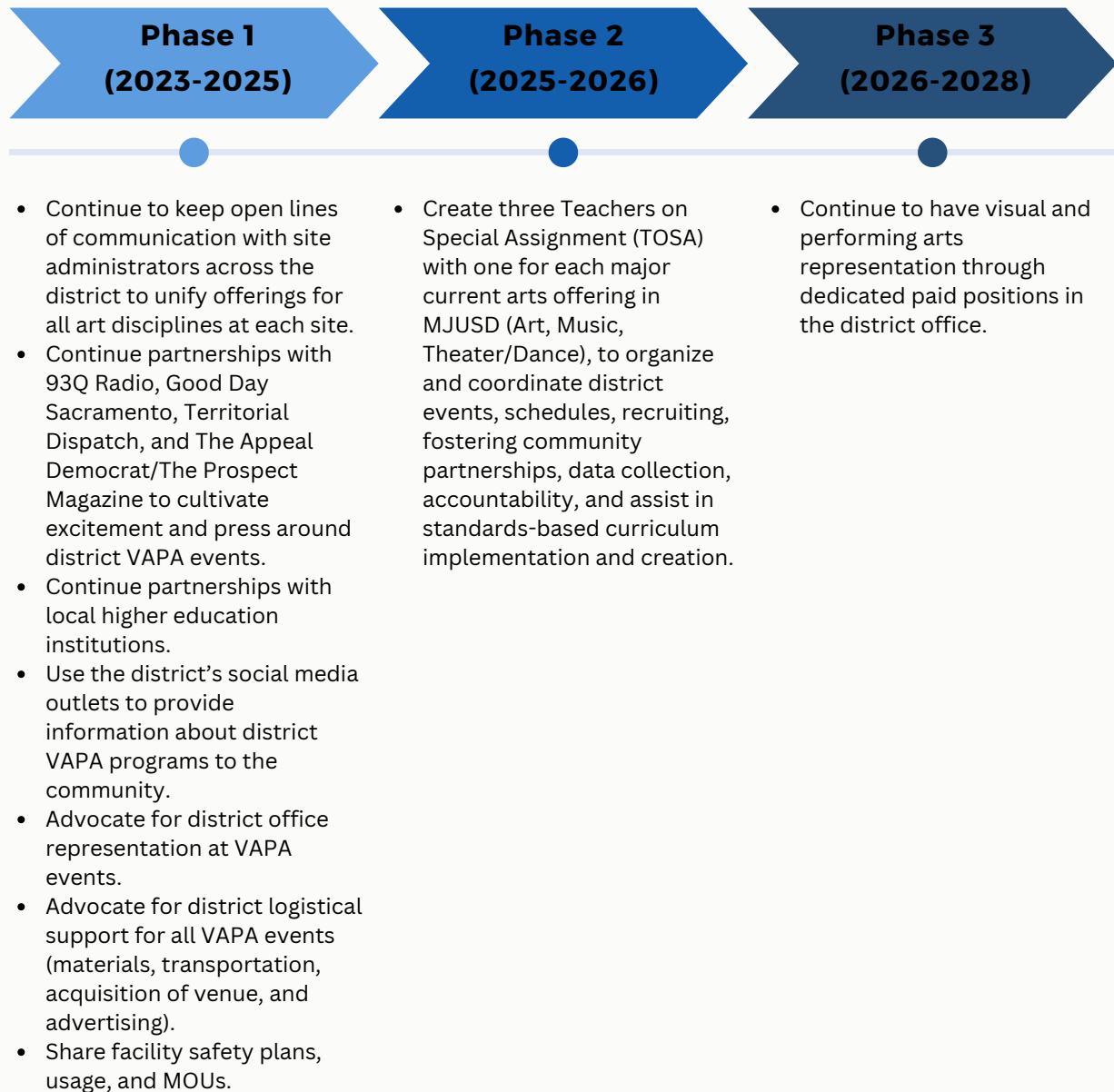


# Systems of Support

## Dance

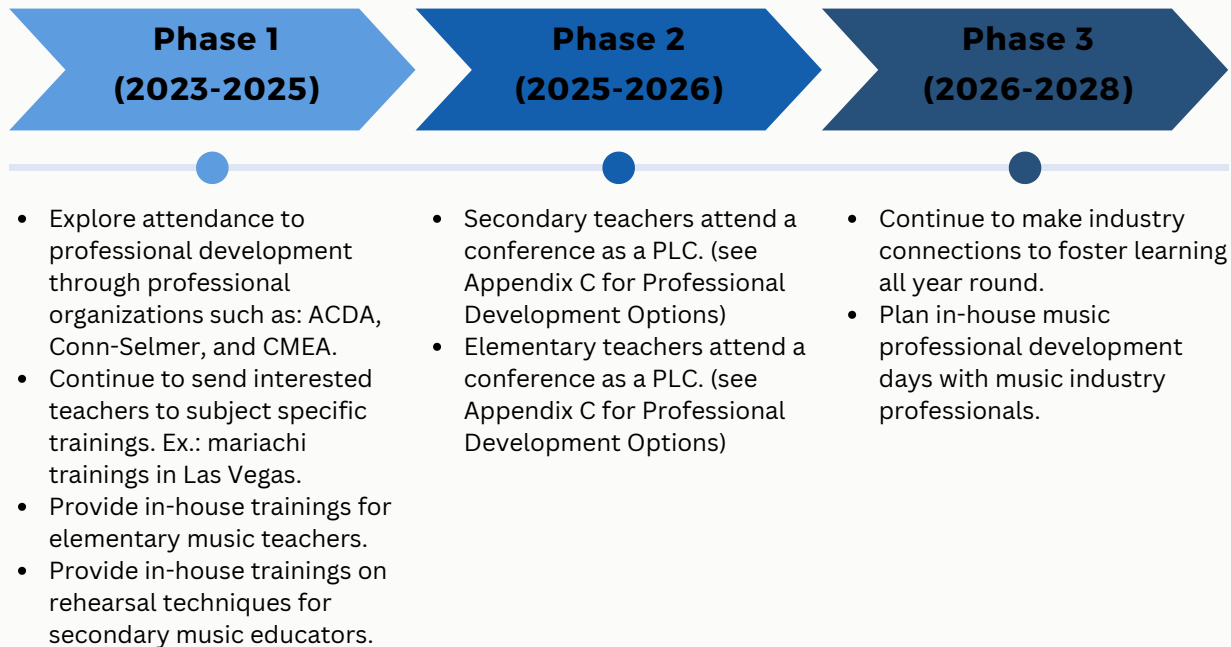


## All Disciplines

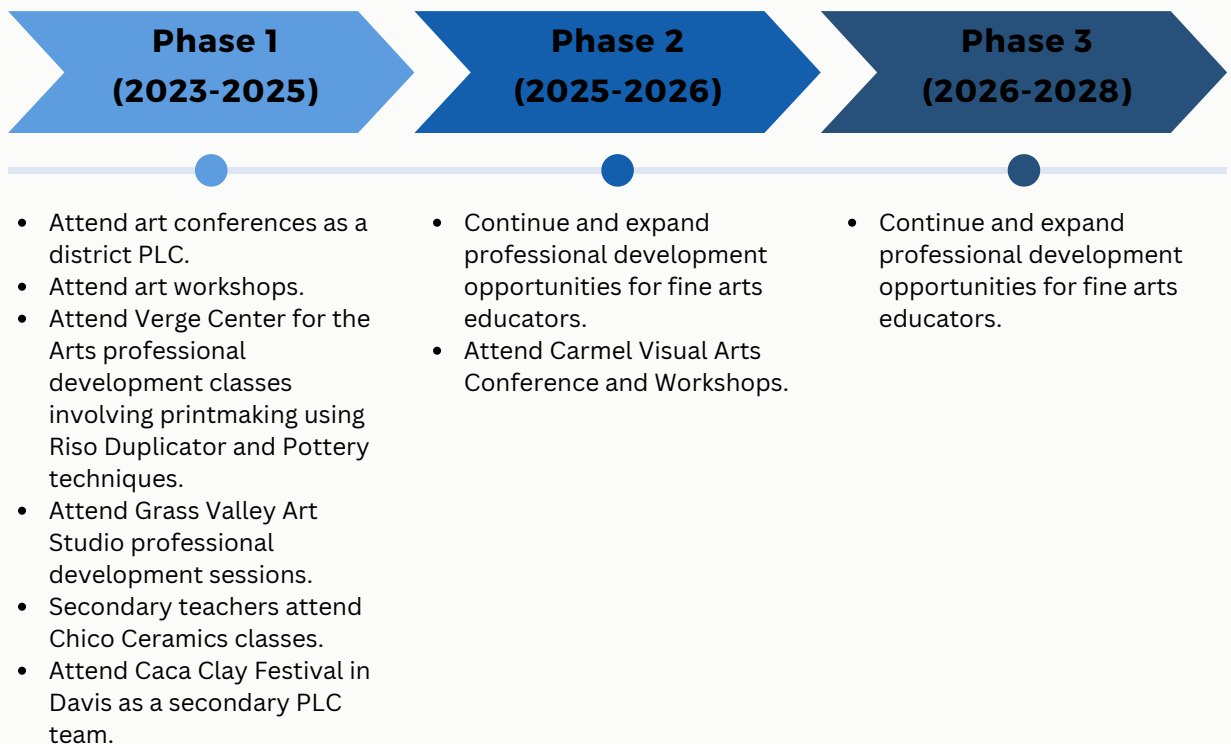


# Professional Development

## Music

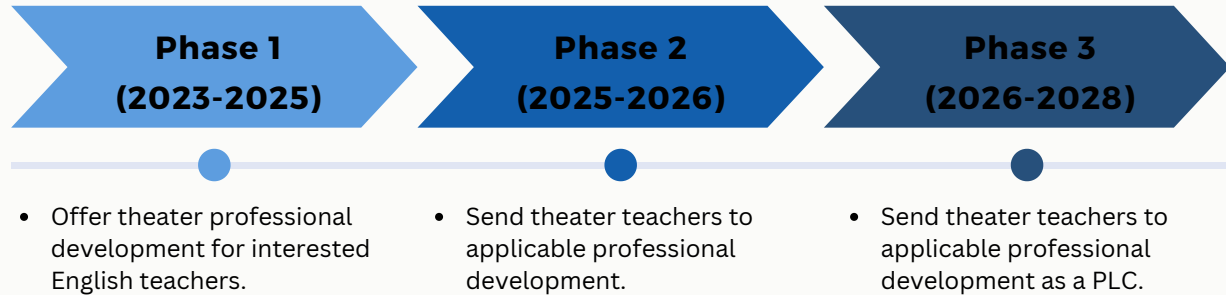


## Visual Arts

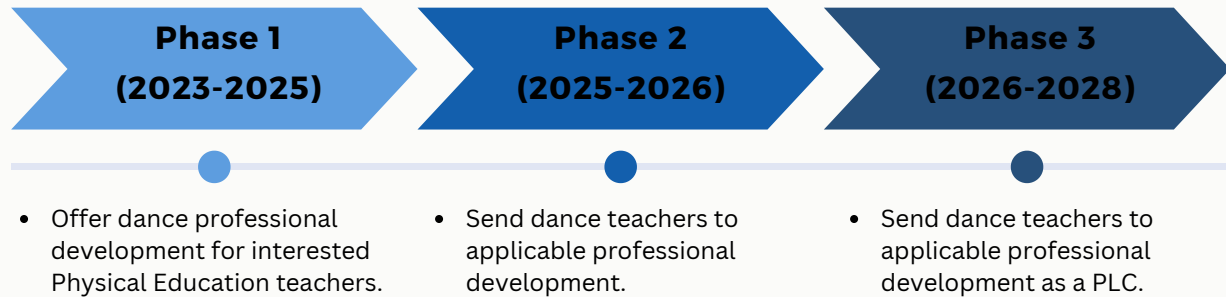


# Professional Development

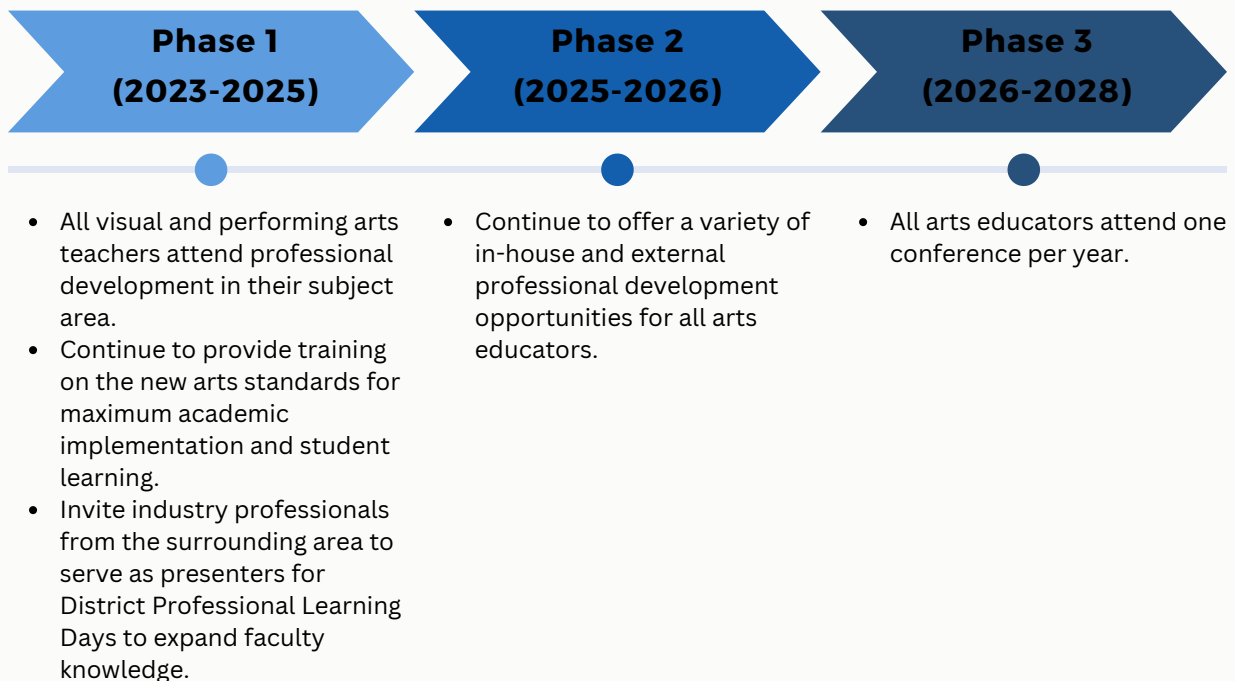
## Theater



## Dance

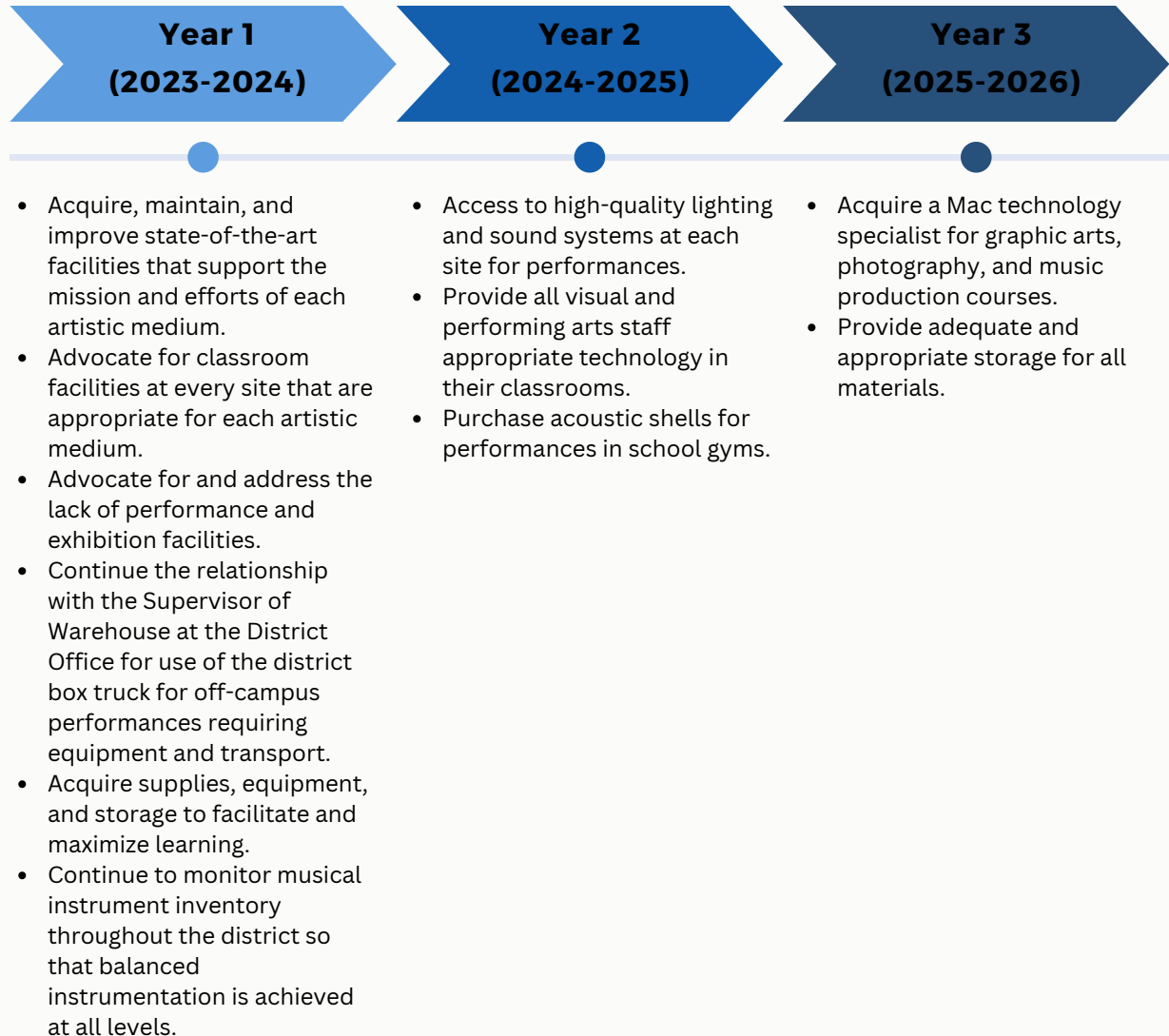


## All Disciplines



# Facilities, Technology, & Resources

## All Disciplines





# SITE SPECIFIC NEEDS

In addition to current offerings as determined by  
site VAPA staff and administrators.

- Arboga Elementary
- Browns Valley Elementary
- Cedar Lane Elementary
- Cordua Elementary
- Covillaud Elementary
- Dobbins Elementary
- Edgewater Elementary
- Ella Elementary
- Foothill Intermediate
- Johnson Park Elementary
- Kynoch Elementary
- Linda Elementary
- Lindhurst High School
- Loma Rica Elementary
- Marysville Charter Academy  
for the Arts
- Marysville High School
- Anna McKenney Intermediate
- Olivehurst Elementary
- Yuba Feather Elementary
- Yuba Gardens Intermediate



## ARBOGA ELEMENTARY

### Music

- .5 FTE music teacher
- Large instruments to balance band
- Instrument repair
- Specialized, secure storage for instruments and materials
- 30 Chromebooks with cart

### Visual Arts

- .5 FTE visual arts teacher
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated visual arts space
- Curriculum
- Arts technology

### Theater

- .5 FTE theater arts teacher

### Multi-Discipline

- Risers and a portable sound system for performances

## BROWNS VALLEY ELEMENTARY

### Music

- Dedicated music space
- Orff instruments
- Rhythm/percussion instruments
- Curriculum
- Performance risers

### Visual Arts

- Shared art teacher
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated fine arts space
- Arts technology

### Multi-Discipline

- Sound system

## CEDAR LANE ELEMENTARY

### Music

- Orff instruments
- Dedicated music space

### Theater

- .5 FTE theater arts teacher (shared with another campus)

### Visual Arts

- .5 FTE visual arts teacher
- Visual arts supplies for multiple grade levels and units
- Curriculum
- Storage for art supplies
- Dedicated visual arts space
- Arts technology

### Multi-Discipline

- Risers and a portable sound system for performances

## CORDUA ELEMENTARY

### Music

- Dedicated music space
- Orff instruments
- Rhythm/percussion instruments
- Curriculum
- Performance risers

### Visual Arts

- Shared art teacher
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated fine arts space
- Arts technology

### Multi-Discipline

- Sound system

## COVILLAUD ELEMENTARY

### Music

- Specialized, secure storage for instruments and materials
- Dedicated music space

### Theater

- .5 FTE theater arts teacher (shared with another campus)

### Visual Arts

- .5 FTE visual arts teacher
- Visual arts supplies for multiple grade levels and units
- Curriculum to support visual arts
- Storage for art supplies
- Dedicated visual arts space
- Arts technology

### Multi-Discipline

- Risers and a portable sound system for performances

## DOBBINS ELEMENTARY

### Music

- Dedicated music space
- Orff instruments
- Rhythm/percussion instruments
- Curriculum
- Performance risers

### Visual Arts

- Shared art teacher
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated fine arts space
- Arts technology

### Multi-Discipline

- Sound system

## EDGEWATER ELEMENTARY

### Music

- Full-time music instructor
- Musical instrument acquisition, maintenance, and replacement plan

### Visual Arts

- Part-time visual art instructor
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated fine arts space
- Curriculum for fine arts
- Arts technology

### Multi-Discipline

- Sound system upgrade

### Theater

- Drama production licensing, costumes, and set needs

## ELLA ELEMENTARY

### Music

- Full-time music instructor
- Musical instrument acquisition, maintenance, and replacement plan
- Specialized storage for music supplies and instruments
- Class set of chromebooks

### Visual Arts

- Half-time visual art instructor
- Arts technology
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated fine arts space
- Curriculum for fine arts

## FOOTHILL INTERMEDIATE

### Music

- Full-time music instructor
- Instruments/Equipment
- Storage equipment for instruments
- Music library and storage for music
- Experiential performances/ outreach

### Visual Arts

- Full-time art instructor for site
- Visual Arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated fine arts space
- Curriculum in fine arts
- Arts technology

## JOHNSON PARK ELEMENTARY

### Music

- Full-time music instructor
- Musical instrument acquisition, maintenance, and replacement plan
- Specialized storage for music supplies and instruments
- Performance risers
- Class set of chromebooks

### Visual Arts

- Half-time visual art instructor
- Arts technology
- Visual Arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated fine arts space
- Curriculum for fine arts

## KYNOCH ELEMENTARY

### Music

- Instrument repair
- Specialized, secure storage for music instruments and materials

### Visual Arts

- .5 FTE visual arts teacher
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated visual arts space
- Curriculum
- Arts Technology

### Theater

- .5 FTE theater arts teacher (shared with another campus)

## LINDA ELEMENTARY

### Music

- Specialized, secure storage for music instruments and materials

### Theater

- .5 FTE theater arts teacher

### Visual Arts

- .5 FTE visual arts teacher
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated visual arts space
- Curriculum
- Arts technology

### Multi-Discipline

- Risers and a portable sound system for performances

## LINDHURST HIGH SCHOOL

### Music

- Choir accompanist
- Choral director
- Clinicians/Workshops
- Technicians - piano tuner/instrument repair
- Marching band staff
- Instruments
- Performance facility
- Rehearsal space
- Specialized, secure storage
- Choral risers

### Visual Arts

- Full time multimedia teacher(s): Graphic Design/ Animation/Photography/Digital Art
- Clinicians/Workshops
- Technicians-Kilns
- Ceramic Wheels/Kilns/Ceramic Clay Storage Units/Technology
- Easels/Student Art Desks/Storage for Canvases( and other larger 2d Art)/Drying Racks
- Specialized, secure storage

### Theater

- Drama teacher
- Drama production licensing, costumes and set needs
- Performance facility
- Rehearsal space
- Specialized, secure storage

## LOMA RICA ELEMENTARY

### Music

- Dedicated music space
- Orff instruments
- Rhythm/percussion instruments
- Curriculum
- Performance risers

### Visual Arts

- Shared art teacher
- Visual arts supplies to accommodate multiple grade levels and varied units
- Storage for art supplies
- Dedicated fine arts space
- Arts technology

### Theater

- Sound system

## MARYSVILLE CHARTER ACADEMY FOR THE ARTS

Please see MCAA Strategic Arts Plan

## MARYSVILLE HIGH SCHOOL

### Music

- Quality storage/cabinets
- Uniforms
- Instruments
- Field trips
- Clinicians
- Full-time instructor
- Variety of music course offerings.

### Theater

- Full-time drama instructor
- Full-time dance instructor

### Visual Arts

- Quality Storage/cabinets/shelving
- Printing press
- Adjustable student art desks
- Drying racks, easels, field trips

- Larger kiln to handle more projects, wheels, Peter Pugger Pug Mill (processes and de-air clay)
- Butcher block tables and stools with backs for ceramics room
- Rolling carts
- Field trips

### Multi-Discipline

- Commissioning/paying for outside artists to present/mentor students

## ANNA MCKENNEY INTERMEDIATE

### Music

- Choir accompanist
- Choral risers

### Visual Arts

- Designated art teacher (can be split with Kynoch/Covillaud to make a full time position if needed)
- Kiln/wheels

### Multi-Discipline

- Portable sound system (sound board, speakers, microphones)
- Secure storage for VAPA equipment/materials (such as drama sets, musical instruments, kilns/wheels)
- Outside collaborative instructors to support visual and performing arts education

## OLIVEHURST ELEMENTARY

### Music

- Full-time music instructor
- Musical instrument acquisition, maintenance, and replacement plan

### Visual Arts

- Part-time visual art instructor
- Visual art supplies
- Dedicated visual arts space
- Curriculum in fine arts
- Arts technology

### Multi-Discipline

- Portable staging
- Sound system upgrade

## YUBA FEATHER ELEMENTARY

### Music

- Dedicated music space
- Orff instruments
- Rhythm/percussion instruments
- Curriculum
- Performance risers

### Visual Arts

- Shared art teacher
- Visual arts supplies for multiple grade levels and units
- Storage for art supplies
- Dedicated visual arts space
- Arts technology

### Multi-Discipline

- Sound system

## YUBA GARDENS INTERMEDIATE

### Music

- Choir accompanist
- Second music teacher (guitar, world drumming, choir, jazz band, modern band, music appreciation, orchestra, mariachi)

### Theater

- Storage for theater arts sets, props, and staging materials

- Shared theater teacher
- Theater arts field trip to a live performance at least once per year

### Visual Arts

- Kiln for art, with shelves, posts, and stilts
- Educational art field trip with instruction through the Educational Department at the Crocker Museum or Van Gogh Experience for all art students

- Shelving to dry ceramics and sculptures.
- Stipend for art - time spent preparing, setting up and facilitating Art Shows

### Multi-Discipline

- Outside collaborative instructors to support visual and performing arts education.
- Sound and lighting equipment

# APPENDIX A:

## RESEARCH ON THE BENEFITS OF ARTS IN EDUCATION

- “A Columbia University study revealed that students in the arts are found to be more cooperative with teachers and peers, more self-confident and better able to express their ideas.” (Burton, J., Horowitz, R., Abeles, H., Champions of Change, Arts Education Partnership, 1999)
- “Students indicate that arts participation motivates them to stay in school, and that the arts create a supportive environment that promotes constructive acceptance of criticism and one in which it is safe to take risks.” (Barry, N., Taylor, K., and K. Walls, Critical Links: Learning in the arts and student academic and social development, AEP, 2002)
- “The skills gained through sequential music instruction, including discipline and the ability to analyze, solve problems, communicate and work cooperatively, are vital for success in the 21st century workplace,” (U.S. House of Representatives, Concurrent Resolution 355, March 6, 2006)
- According to Champions of Change: The Impact of the Arts on Learning (1999), a compilation of studies on the impact of arts on learning, students who participate in the arts outperform their peers on virtually every measure. Researchers found that “sustained learning” in music and theater correlates to greater success in math, reading, and students from lower socioeconomic backgrounds see the greatest benefits. In fact, “learning in and through the arts can help ‘level the playing field’ for youngsters from disadvantaged circumstances,” the researchers contended.
- In their 2006 book *Studio Thinking: The Real Benefits of Visual Arts Education* authors Lois Hetland and Ellen Winner discuss why students involved in the arts do better in school and on their SATs than their peers. They find that students in art classes learn a remarkable array of mental habits not emphasized elsewhere in school. Skills include persistence, expression, making clear connections between schoolwork and the outside world, observing, envisioning, and innovating through explorations. Each of these skills has a high value as a learning tool, both in school and elsewhere in life.
- While more affluent students do better in school than children from lower income backgrounds, we are finding that musical training can alter the nervous system to create a better learner and help offset this academic gap. (Dr. Nina Kraus, director of Northwestern’s Auditory Neuroscience Laboratory quoted in “Musical training can improve language and reading”)
- Involvement in participatory arts programs has been shown to have a positive effect on mental health, physical health, and social functioning in older adults, regardless of their ability. The arts also contribute to communicating, building sense of identity, preserving or restoring social capital, and strengthening social networks in communities” (“Arts in Aging” report from the National Endowment for the Arts)
- “The arts are central to who we are as a people, and they are central to the success of our kids. This is not an afterthought. This is not something you do because it’s nice to do. It is necessary for these young people to succeed that we promote the arts.” - President Barack Obama

# APPENDIX B: PROFESSIONAL DEVELOPMENT

## **Professional State & National Organizations for VAPA**

### **Visual Arts**

- CAEA - California Art Education Association
- MoMA - Museum of Modern Art
- NAEA - National Art Educators Association
- National Gallery
- Society of Photographic Education
- Smithsonian Institution

### **Music**

- ACDA - American Choir Directors Association
- American String Teachers Association
- CA Alliance of Jazz
- CODA - CA Orchestra Directors Association
- Conn-Selmer Institute
- FAME - Feierabend Association for Music Education
- The Grammy Museum
- JEN - Jazz Educators Network
- Modern Band Summit
- NAFME - National Association for Music Education
- National Mariachi Education Consultants, LLC
- WIBC - Western International Band Clinic

### **Theater**

- CA Educational Theatre Association
- Touring Company/Workshop



# APPENDIX B: PROFESSIONAL DEVELOPMENT CONTINUED

## Trainings, Conferences, and Festivals

### **Fine Arts**

- Caca Clay Festival in Davis
- Carmel Visual Arts Conference and Workshops
- Chico Ceramics Classes
- Grass Valley Art Studio Workshops
- Verge Center for the Arts professional development classes
- UC Davis and the CCACA Ceramics Festival

### **Music**

- CASMEC - California All-State Music Education Conference
- Conn-Selmer Institute
- Feierabend First Steps in Music and Conversational Solfege Training
- Kodaly Training
- MidWest Clinic - Chicago
- National Mariachi Education Consultants, LLC Conference
- Orff Training
- Texas Music Educators Association Conference
- WIBC - Western International Band Clinic

### **Theater**

- Broadway Teachers Workshop
- Teacher's Workshop at Oregon Shakespeare Festival
- Touring Company/Workshop

# APPENDIX C: SPENDING PROCESS AND BUDGET TEMPLATE

## Spending Process

1. In collaboration with teachers, families, and students, schools will determine which program or programs it will offer.
2. As required by AMS, at least 80% of the funding will be spent on personnel and the remaining funds for training supplies, curriculum, professional development, materials, and arts educational partnership programs as defined by Proposition 28.
3. The budgeting plan will be completed and submitted to the district office. The budgeting plan template is located in DTS. This plan will be displayed on the school's website (see appendix D for the budget template). The narrative for the plan must include:
  - a. details the type of arts education programs funded by the program;
  - b. the number of full-time equivalent teachers, classified personnel, and teaching aides;
  - c. the number of pupils served.

### Prop 28 Arts & Music 2023-24 Budget

[Prop 28 FAQ](#)

#### School Site:

#### Allocation:

80% of the funding goes to staff for arts and music instruction. Staff is defined as employed by the district.

20% may be used for training, supplies, materials, and arts educational partnership programs.

Object	Description	Budget
1xxx	Certificated Salaries	\$ -
2xxx	Classified Salaries	\$ -
3xxx	Benefits	\$ -
4xxx	Materials & Supplies	\$ -
5xxx	Services & Other Operating Expenses	\$ -
Total		\$ -

		Requirements
salary budget:	0.00%	80% minimum
non-salary budget:	0.00%	20% or less
Total budgeted	0.00%	100%

#### Plan for spending: