

California County Superintendents Educational Services Association

Creativity 
at the Core



5TH ANNUAL CREATIVITY AT THE CORE

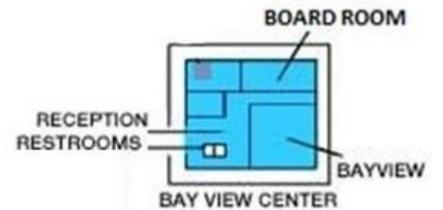
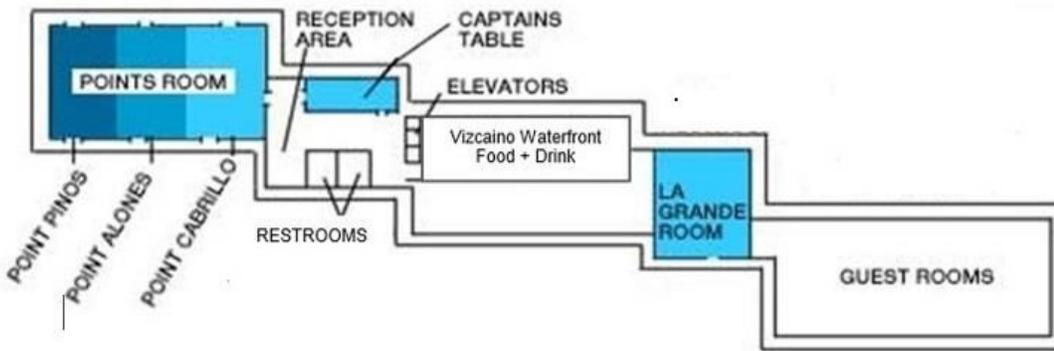
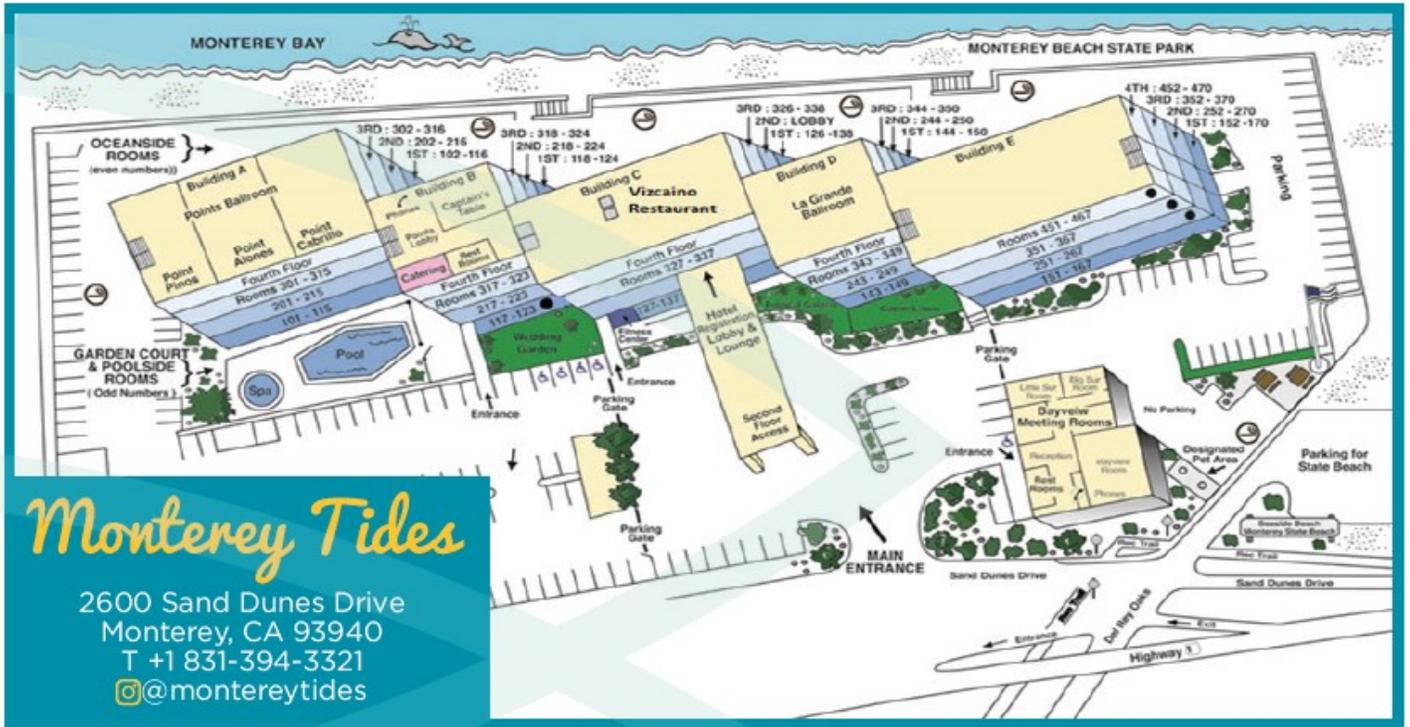
Summer Institute

July 10, 11, & 12, 2019 » Monterey, California



*Sponsored by the CCSESA Statewide Arts Initiative, in partnership with the
Monterey County Office of Education,
CREATE CA, and the California Department of Education*

MAP



San Diego County Office of Education: 6401 Linda Vista Rd, San Diego, CA 92111

WELCOME

On behalf of the California County Superintendents Educational Services Association and the 58 County Superintendents of Schools, **WELCOME!** Thank you for participating in the 5th annual *Creativity at the Core* Summer Institute! We look forward to engaging together in the next three days in beautiful Monterey! This institute provides a forum for sharing best practices and for building networks of support so that every student can grow and develop his/her potential through learning in the visual, media, and performing arts. Together, we have an opportunity to grow in our understanding of the new California Arts Standards, including Common Core, and the profound discrete and interdisciplinary learning that can take place in and through the arts. We look forward to the next few days to learn from administrators, arts specialists, arts and education leaders, teachers, and teaching artists, as they share important information. This is an opportunity to build and deepen partnerships and collaborations across California as we explore possibilities together about how to best reach the needs of our diverse students.

We extend our gratitude to The William and Flora Hewlett Foundation, the Stuart Foundation, and the California Arts Council for their support, as well as our many partners in this work. We would especially like to thank the Monterey County Superintendent of Schools, Dr. Guss and Hamish Tyler from the Monterey County Office of Education for partnering with us; Pat Wayne and CREATE CA Leadership Council for collaborating on this effort; and Aileen Allison-Zarea, Letty Kraus, Dr. Lindsay Tornatore, and Jack Mitchell from the California Department of Education for their ongoing support of arts education and the *Creativity at the Core* initiative. We are grateful to our keynotes, the CISC/VAPA Subcommittee Co-Chairs, Dr. Gary Waddell and Lisa Tiwater, CCSESA Regional Arts Leads, Arts Organization Leads, presenters, and our Monterey organization partners. We want to acknowledge the work of Jessica Kroll-Yoas and the Monterey County Office staff for their many contributions in making this event happen. To all our participants, thank you for being a part of this year's institute!

-Sarah Anderberg, Director of CCSESA Statewide Arts Initiative

Not only the creative industries, but all industries continue to increase the value they place on creativity in an increasingly competitive and ever-evolving business climate. A creative mind helps individuals develop problem-solving skills, fuels innovation and product development, encourages outside the box thinking, and allows for quick adaptation. According to a report conducted by the Conference Board and Americans for the Arts, creativity has risen among the top applied skills sought by today's business leaders. In short, creativity has become a business necessity."

- Sarah Triplett

Special thanks to

OUR FUNDERS



Creativity at the Core

Creativity is putting your imagination to work, and it's produced the most extraordinary results in human culture.

The role of a creative leader is not to have all the ideas; it is to create a culture where everyone can have ideas and feel that they are valued.

-Sir Ken Robinson

The human brain had a vast memory storage. It made us curious and very creative. Those were the characteristics that gave us an advantage - curiosity, creativity and memory. And that brain did something very special. It invented an idea called 'the future.'

-David Suzuki

The CCSESA *Creativity at the Core* Initiative is supported through generous funding from The William and Flora Hewlett Foundation, California Arts Council, and the Stuart Foundation.



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SPECIAL THANKS TO OUR HOST



MONTEREY COUNTY OFFICE OF EDUCATION

Who We Are

The Monterey County Office of Education (MCOE) is a vital component of our K-12 education. We serve as a critical link between our county's schools and both state and federal governments, and we provide indispensable and cost-effective services to local schools and districts.

Mission

The Monterey County Office of Education provides the leadership, support and service excellence needed to prepare the diverse students of Monterey County for success in each step of their educational journey.

Vision

Every student will be provided an enriched educational experience through the leadership, support and service of the Monterey County Office of Education that prepares them for success as productive and contributing members of a global society.

MCOE Media Center for Art, Education, and Technology (MCAETv)

Monterey County Office of Education Media Center for Art, Education, and Technology (MCAETv) educates students for future college and career paths in the Arts, Media, and Entertainment sectors. Alongside industry professionals, students at MCAETv create and deliver quality content via online and on-air platforms.

MCAETv is a department of the Monterey County Office of Education.

Find out more at: www.montereycoe.org



SPECIAL THANKS TO OUR SPONSOR



COLLABORATION CREATES CHANGE

CREATE CA is a coalition of dedicated and innovative leaders who understand that together we have the power to create lasting change for every California student.

Our mission is to ensure ALL students are able to reach their full potential by advancing an education model that promotes creativity and the arts for the 21st century workforce.

CALIFORNIA ARTS EDUCATION DATA PROJECT

The Data Project, led by the California Department of Education, is designed to increase participation in arts education across the state by analyzing and reporting school-level data on arts education courses and grades 6 through 12 enrollment. An interactive user-friendly, color-coded dashboard provides important information to education leaders, teachers and parents about levels of access to and enrollment in arts courses in schools.

BE A PART OF THE PROCESS & THE PROGRESS!

To join the movement and be listed, go to: createca.net/joinus

The Roadmap for School Districts guides districts through the process of examining their data to better understand their unique circumstances and challenges. The Roadmap features four sections, each designed to offer valuable resources to districts exploring their data.

The Declaration of the Rights of All Students to Equity in Arts Learning Create CA has launched a statewide effort to promote the Declarations, which outlines each student's right to have access to high-quality public arts education, regardless of their background, culture, language or geographic location. Read more about becoming an Arts Equity District at www.createca.net.

WHAT ACTION CAN I TAKE TODAY?

- **Review** your school district's data at www.createca.net
- **Explore** The Roadmap for School Districts
- **Be a part of** the first 100 school districts to adopt the *Resolution for the Declaration of Student Rights to Equity in Arts Learning*
- **Create** a District Strategic Arts Plan using the resources at the California Alliance for Arts Education
- **Join** the CREATE CA public Will Campaign!



STUART FOUNDATION
IMPROVING LIFE OUTCOMES FOR YOUNG PEOPLE THROUGH EDUCATION



INSTITUTE OUTCOMES

Here are some of the outcomes of the *Creativity at the Core Summer Institute*:

- **Deepen** subject matter knowledge of the new California Arts Standards and learn new instructional ideas.
- **Explore** concrete strategies and approaches that you can immediately take back to your organization that deepen student learning and engagement.
- **Engage** in powerful teaching and learning opportunities that will transform your practice and your site.
- **Explore** the new features of the redesigned California Arts Education Data Project and Roadmap spearheaded by the California Department of Education and CREATE CA.
- **Hear** an update on the CREATE CA public will campaign.
- **Find** new ways to open doors for creativity and innovation in the classroom to promote academic achievement.
- **Hear** how some districts and counties have been expanding arts education.
- **Learn** about Social and Emotional Learning and the Arts.
- **Network** with educators and leaders from across California.

TWO STRANDS

ADMINISTRATIVE/LEADERSHIP STRAND

This strand is designed for administrators and leaders who would like to plan and implement professional learning opportunities focused on arts and Common Core State Standards. This interactive strand will allow you to discuss professional learning opportunities and how this might work with your staff and/or others that you serve.

TEACHER STRAND

This strand is designed for educators who would like to gather new approaches and strategies for their students. This strand will offer many hands-on approaches that will allow participants to experience content so that you will be able to translate it into your specific learning environment.

SCHEDULE AT A GLANCE

DAY ONE JULY 10, 2019

8:00 - 9:00	Registration— <i>Light Breakfast Provided</i>
9:00 - 10:20	Opening Session and Interactive Activities
10:30 - 12:00	Breakout Sessions
12:00 - 1:20	Lunch and Inspirational Speakers
1:30 - 3:00	Breakout Sessions
3:00 - 3:15	Break
3:15 - 4:50	Plenary Session and Collaborative Art Making Experience
4:50—5:15	Break
5:15	Bus leaves for Cannery Row in Monterey

DAY TWO JULY 11, 2019

9:00 - 10:50	Studio opportunities with Monterey area artists. Sign up at Registration for an opportunity to go in-depth with professionals in an area of interest such as dance, music,
11:30 - 12:15	District and County Arts Panel with CAAE
12:15 - 1:20	Lunch and Inspirational Speakers
1:30 - 3:00	Creativity at the Core Breakout Sessions
3:00 - 3:15	Break
3:15 - 5:00	Plenary Session and Arts Engagement
5:15	Bus leaves for Monterey for BBQ and outdoor theatre experience at the Forest Theatre Guild in Carmel.

DAY THREE JULY 12, 2019

8:00 - 9:00	<i>Light Breakfast Provided</i>
9:00 - 10:20	Opening Session with Inspirational Speakers
10:30 - 12:00	Arts and Social Emotional Learning
12:00 - 1:00	Lunch and Closing



INSTITUTE PRESENTERS



Aileen Allison—Zarea



Sarah Anderberg



Marcia Biddle



Becky Brown



Amy Bultena



Ivonne Chand O'Neal



Jenny Cheng



Pauline Crooks



Derek Fenner

INSTITUTE PRESENTERS



Jeannine Flores



Susan Gaulty



Deneen Guss



Ping Ho



Jaqui Hope



Allyson Huntsman



Letty Kraus



Robert Klevan



Mallorie Marsh

INSTITUTE PRESENTERS



Patti McLean



Kim Mensonides



Stan Miller



Jack Mitchell



Nancy Ng



Joana Owens



Marcia Perry



Francisca Sánchez



Liliana Sánchez

INSTITUTE PRESENTERS



Stefanie Schmitz



Audrey Sirota



Lauren Shelton



Kimberly Smith



Jennifer Spangler



Fran Spector



Kate Stover



Patty Taylor



Lisa Tiwater

INSTITUTE PRESENTERS



Lindsay Weiss - Tornatore



Hamish Tyler



Emiliano Valdez



Joanna Vega



Steve Venz



Gary Waddell



Pat Wayne



Steven Winlock



Keith Wyffels

WEDNESDAY | AGENDA

JULY 10, 2019 OPENING SESSION

Monterey Tides Hotel

Registration & Breakfast | La Grande Ballroom

8:00 AM - 9:00 AM

Opening Session | La Grande Ballroom

9:00 AM – 10:20 AM

Welcome

Dr. Deneen Guss | Monterey County Superintendent of Schools

Hamish Tyler | VAPA Coordinator, Monterey County Office of Education

Dr. Gary Waddell | Curriculum and Instruction Steering Committee (CISC) Visual and Performing Arts Chair and Assistant Superintendent | Santa Clara County Office of Education

Lisa Tiwater | Curriculum and Instruction Steering Committee (CISC) Visual and Performing Arts Co-Chair and Assistant Superintendent | Stanislaus County Office of Education

Opening Activity

Dr. Steven Winlock | Sacramento County Office of Education

Overview

Sarah Anderberg | Director, CCSESA Statewide Arts Initiative

2019 Visual and Performing Arts Standards Update

Letty Kraus | Education Programs Consultant, Curriculum Frameworks & Instructional Resources Division | California Department of Education

The California Arts Standards were adopted in 2019. Now, a framework is being developed to support implementation and the State Board of Education will take action in May 2020. Get an idea of what to expect from the new framework and how you might provide input on its final content. Together we will consider the exciting arts education opportunities ahead and the potential to strengthen and expand arts learning in our schools for each and every California student.

WEDNESDAY | AGENDA

July 10, 2019

MORNING BREAKOUT SESSIONS

10:30 AM to 12:00 PM

Problem Solving through Theatre: Learning 21st Century Skills via the Dramatic Arts (Module 9)

Presenter: Kate Stover (Tulare County Office of Education)

Room:

Strand: Teacher

During this interactive workshop, administrators and teachers will acquire innovative techniques to add to their teaching toolbox by exploring activities which address the Four C's of 21st Century Skills. This sampling of a four-unit module lays the ground work for addressing problem solving through cumulative lessons that engage students while teaching them the skills to build ensemble through collaboration, explore the role the body plays in communication, become critical thinkers while tackling abstract dramatic activities and freeing creativet6h through improvisation exercises.

Leadership in the Arts & Title I in the Arts

Presenter: Dr. Steven Winlock (Sacramento County Office of Education)

Room:

Strand: Teacher and Administrative

Arts education plays a large role in development of creativity and imagination. Development arts integration in the curriculum requires leadership. Build knowledge of arts integration and how it happens in the content areas and the integration with Common Core state standards. This session will focus on the leadership needed to support an integrated arts program as well as how to utilize Title 1 funding in school improvement efforts that include the arts.

California Arts Standards Alive!

Presenters: Jeannine Flores (Santa Clara County Office of Education), Susan Graulty (Pajaro Valley Unified School District), and Audrey Sirota (Santa Cruz County Office of Education)

Room:

Strand: Teacher and Administrative/Leadership

The California Arts Standards for Public Schools were published in January 2019. In this workshop, we will walk you through interactive activities to learn about the overarching framework and learning goals. For administrators, we will provide you with strategies and resources so that you can introduce your staff to the Standards. For teachers, you will have hands-on experiences with learning the Standards and gaining understanding of their structure and purpose.

WEDNESDAY | AGENDA

July 10, 2019

MORNING BREAKOUT SESSIONS

10:30 AM to 12:00

Creating and Connecting through Dance

Presenter: Nancy Ng (Luna Dance Institute)

Room:

Strand: Teacher

Create, move and explore in this hands-on workshop focused on the new dance standards. Participants will experience a complete lesson that meets the Create, Perform, Respond and Connect artistic processes of the standards. Dance-making and creativity will be emphasized and the connections to other content areas will be described. Experience and discover the inherent dancer in yourself as you consider how to bring dance as art to your students.

Engaging All Students in the Elementary Music Classroom through Universal Design for Learning

Presenter: Amy Bultena (Stanislaus County Office of Education) and Steve Venz (Orange County Department of Education)

Room:

Strand: Teacher and Administrative

California school districts have been undergoing change by incorporating MTSS (Multi-Tiered Systems of Support) into their schools, increasing the inclusion of students with various abilities in music classrooms. Learn how to provide quality music instruction to all students in your elementary music classroom by incorporating the Universal Design for Learning (UDL) framework. Explore the characteristics of various learning styles and barriers along with those strategies incorporated into a music lesson to support student access to the curriculum. Several examples of music instruction incorporating the various components of UDL will be provided throughout this session.

LUNCH SESSION IN POINTS BALLROOM

12:00 PM to 1:20 PM

Put it All Together and Make it Personal

Pat Wayne | CREATE CA

Create CA has launched a variety of resources from Create CA and statewide partners since 2015. With the Arts Education Public Will campaign well underway, Create CA Program Director, Pat Wayne will share examples from the field and how these resources are being leveraged to achieve arts education for every student. Participants will receive Create CA advocacy materials and take away their own worksheet which will help identify the best next step for them.

Let's stretch...let's reach...and let's make data visible!

Nancy Ng | Luna Dance Institute

WEDNESDAY | AGENDA

July 10, 2019

AFTERNOON BREAKOUT SESSIONS

1:30 to 3:00 PM

Take a Deep Dive into Module 2, Distance Learning through the Arts: Equal Access for All

Presenters: Jennifer Spangler (Butte County Office of Education) and Keith Wyffels (The Music Center)

Room:

Strand: Teacher and Administrative

Learn how to make cultural resources accessible to any classroom and make them part of VAPA curriculum. Explore Module 2 on Distance Learning as we investigate the Creating strand of the new California Arts Standards and help students learn with more self-expression and imagination.

Artful Discussions: Reading, Speaking and Listening in the Arts

Presenter: Mallorie Marsh (Crocker Art Museum)

Room:

Strand: Teacher and Administrative/Leadership

Examine the power of visual art as text as we explore strategies for engaging in Artful Discussions, which support student engagement and deepen learning. Question stems will be introduced and practiced, and participants will come away with helpful question banks and a practical guide for facilitating artful discussion in their classrooms.

At the Intersection of Art, Youth Justice, Equity, and English Learners

Presenter: Derek Fenner (Alameda County Office of Education)

Room:

Strand: Teacher and Administrator/Leadership

This experiential workshop is an opportunity for participants to explore issues of youth justice and equity through art-centered integrated learning. Rooted in culturally and linguistically relevant pedagogy, this workshop highlights the need to amplify youth voice and justice issues in and through the arts. Participants will engage in a set of art-centered literacy strategies (visual, written, and theater), designed to support all learners, but with an emphasis on struggling readers and English Learners. The workshop focuses on employing literacy strategies that engage and empower all learners. This opportunity especially highlights the action part of critical pedagogy; encouraging students to not only analyze problems, but to seek active solutions and opportunities to speak “truth-to-power” and linguistically relevant teaching. Both of these modules center the work of youth justice as a generative theme throughout

“Art is the heart’s explosion on the world. Music. Dance. Poetry... There are probably no more powerful force for change in this uncertain and crisis ridden world than young people and their art. “

-Luis Javier Rodriguez

WEDNESDAY | AGENDA

July 10, 2019

AFTERNOON BREAKOUT SESSIONS, CONT.

1:30 to 3:00 PM

Universal Design for Learning: Increasing the Quality of Instruction in California's Arts Classrooms

Facilitators: Letty Kraus and Lindsay Tornatore During this interactive session participants will bring UDL principles to life through planning instructional activities in visual and performing arts classes while using the 2019 California Arts Standards. The session will include discussion of key features in the new arts standards, the principles of UDL their relationship to differentiation and modifications, and how to plan for California's diverse learners.

Facilitators: Letty Kraus and Lindsay Tornatore, Ed.D (California Department of Education)

Room:

Strand: Teacher and Administrative Leadership

Leadership Roundtable

Facilitators: Sarah Anderberg (CCSESA Statewide Arts Initiative), Jack Mitchell (California Department of Education), Dr. Gary Waddell (CCSESA/CISC, San Mateo County office of Education, and Pat Wayne (CREATE CA)

Room:

Strand: Administrative Leadership

In this session, we will discuss the key components of a comprehensive arts education program using a continuum developed by the CA Department of Education. Join in a discussion about key levers you can use deepen and expand arts education in your school district. Hear how districts are moving forward with arts education plans that ultimately contribute to the district LCAP. This session is meant to provide an opportunity

BREAK

3:00 to 3:10 PM

July 10, 2019 AFTERNOON PLENARY SESSION | LA GRANDE BALLROOM 3:10 to 4:50 PM

to discuss, ask questions, and share ideas.

Welcome from the California Department of Education

Jack Mitchell, California Department of Education

Collaborative Art Making Experience:

Patty Taylor, Artist and Senior Consultant | CCSESA Arts Initiative



THURSDAY | AGENDA

July 11, 2019

July 26, 2018 INTENSIVE WORKSHOP SESSIONS

9:00 to 10:50 AM

*** Sign up for your choice at Registration**

Intensive: A.C.T.O.S In Action: Arts Integration in the Classroom

Presenter: Emiliano Valdez (El Teatro Campesino)

Room:

ACTOS is an arts-integrated instructional pedagogy that is a powerful classroom instruction delivery model designed to increase student engagement and classroom participation. The presenter will share how their program provides rich culturally relevant and rigorous learning methodologies to assist and encourage arts integration to bring core academic learning to the classroom that impacts student voice and engagement. Experience first-hand the power of ACTOS and learn culturally and linguistically responsive arts strategies you can immediately take back to the classroom. Expect light physical warm-up, group work and performance. The approach provides students hands-on learning experiences that are rich, rigorous, and culturally relevant.

Intensive: Mentoring through the Visual Arts

Presenters: Marcia Perry and Meg Biddle, (Youth Arts Collective -YAC)

Room:

Learn the powerful story of Marcia Perry and Meg Biddle as they share a wonderful and cultural experiment in establishing the **Youth Arts Collective (YAC)**, a nonprofit afterschool art program centered around desire-based learning. Established in 2000, YAC is a year-round art studio and sanctuary which provides mentoring for future generations of driven young high school and college artists in the Monterey Bay area in art, job, and life skills. YAC has been a life-changing (sometimes lifesaving) escort to their best creative selves. Hear from young artists and also see some of the works generated by this program. Hear about the core values that guide mentoring and why "Do art. Be kind." has been key to YAC's motto and rules. The session will close with a short art project.

Intensive: Jazz Music Exploration and Assessment

Presenter: Dr. Rob Kleven (Monterey Jazz Festival)

Room:

Work with Dr. Rob Kleven and learn how jazz music can impact your classroom. Dr. Kleven will share how students can meet the state music standards and demonstrate how to use alternative methods for measuring and assessing proficiency. This hands-on studio opportunity will provide strategies to deepen your understanding of the power of music (specifically jazz) to deepen understanding of blues, syncopation, swing and creative freedom. This session is for generalist and specialist teachers. With over forty-four years of experience in the classroom, he will provide a wealth of knowledge that you can immediately use and adapt.

THURSDAY | AGENDA

JULY 11, 2019

INTENSIVE WORKSHOP SESSIONS

9:00 to 10:50 AM

Intensive: Dance + Ocean Science

Presenter: Fran Spector (Spector Dance)

Room:

Learn about a collaboration entitled *Ocean Trilogy*, a multidisciplinary performance and educational program highlighting innovations and new possibilities from cutting-edge ocean research. For over 20 years, choreographer Fran Spector Atkins and media artist, William Roden have created multi-disciplinary performance works and associated educational program exploring ways the live performance can have impact on critical social issues. Inspired by filmed interviews with renown ocean science experts, *Ocean Trilogy* merges dance and science to heighten awareness, promote conversation, and inspire responsible stewardship to protect our most precious natural resource. *Ocean Trilogy* blends stunning underwater film footage, spoken word from contemporary classical and rap music, and a variety of dance styles including contemporary, ballet, and urban. The contrast of elements generates an exciting and original composition that communicates science in a way that is informative and uplifting. Be inspired by an excerpt from Spector Dance's *Ocean Trilogy* performed by Spector Dance Company and participate in lively discussion. *Ocean Trilogy* was recently performed in April at Stanford University in Palo Alto and at Sunset Center in Carmel and will be performed at the Smithsonian Museum of Natural History in Washington in April 2020. Join in an interactive session where participants will take part in or observe a creative movement session and explore issues that confront our ocean and discuss hopeful possibilities based on research.

Intensive: Arts, Media and Entertainment on the Cutting Edge: Creating an Innovative Path for your School

Presenter: Joana Owens and Hamish Tyler (Monterey County Office of Education Media Center for Art, Education, & Technology)

Location: Parking Lot. Meet at the TechMobile truck which will be parked in the Monterey Tides Parking Lot. In this session, you will learn about a new module for teachers and administrators that are considering the development of a low-cost digital media program. This module leads teachers through a training program for young videographers from pre-production and story development to actual production and post production. Also, in this session we will be sharing the inquiry-learning process, why it's important, and how it grounds project-based learning, arts integration and process-based learning through the umbrella of inquiry. We will cover how the arts naturally fit into the PBL process, some challenges and considerations to keep in mind before heading down this path and how to ensure the authenticity of the arts is honored throughout a PBL lesson or unit. Learn how you can create and manage your own mini television station at your school or district. Don't miss this hands-on opportunity to explore your creative side through media arts!

Intensive: Monterey Bay Aquarium Tour

Location: Monterey Bay Aquarium Address: 886 Cannery Row Monterey, CA 93940

Those who sign up for this opportunity will be given a free ticket (24 person limit) and will need to be at the Monterey Bay Aquarium at 9:30 a.m. The docent tour will begin at 10:30 a.m. All who attend this opportunity should plan to be back at the hotel for lunch at 12:15 p.m. Participants are responsible for their own travel/parking. Uber is also a possibility. *Please note that those attending this tour will miss the SSAE panel that will begin at the Tides Hotel at 11:15 a.m.*

THURSDAY | AGENDA

JULY 11, 2019: OPENING AFTERNOON SESSION | POINTS BALLROOM

Reconvene Following Morning Intensive Workshop Sessions

Opening Session | La Grande Ballroom

11:15 AM - 12:15 PM

Student Support and Academic Enrichment (SSAE) Grant Panel

FACILITATOR:

Stanton Miller, Consultant | California Alliance for Arts Education

PANELISTS:

Becky Brown | Butte County Office of Education

Amy Bultena | Stanislaus County Office of Education

Jacqueline Hope | Monterey Peninsula Unified School District

Allyson Huntsman | Val Verde Unified School District

Lauren Shelton | Chula Vista Elementary School District

Steve Venz | Orange County Department of Education

LUNCH AND KEYNOTE - POINTS BALLROOM | 12:15 PM

Keynote: The Impact of the Arts on Student Belonging: A Response to the U.S. Immigration Crisis

Ivonne Chand O'Neal, Ph.D. | Muse Research

Walking into an unfamiliar room full of people is difficult. Most people will scan the room for a familiar face or a comfortable spot or a soothing activity (snack table, anyone?) before entering. We need that little grasp of comfort, even if it's just staking out a comfortable spot to stand or sit. Now let's revise the scenario – let's say you don't know a single person in the classroom, you are between the ages of 9 - 11, you don't speak or understand the language spoken; you are unfamiliar with the customs, traditions, inside jokes, and groups of friends; but yet you are expected to learn, perform well, and thrive. Do you think you're set up for success? Do you think you'll have a positive experience? How will these circumstances inform your behavior? A sense of belonging, like so many other nonacademic and contextual factors such as integrity, has a huge impact on classroom learning. Research has unveiled that a sense of belonging is core to academic success. And as educators, we need to pay attention and make sure our classrooms are inclusive in order to support learning. How do we help our newly immigrated students feel like they belong to their classroom? This session provides data-driven evidence on how the arts have been used to increase student belonging and change classroom culture in two of California's largest school districts: Los Angeles Unified School District and Chula Vista Elementary School District.

THURSDAY | AGENDA

JULY 11, 2019

AFTERNOON BREAKOUT SESSIONS

1:30 to 3:00 PM

Module 6 - Arts Integration Lesson Study as a Catalyst for Cross-Curricular Integration

Presenters: **Amy Bultena** (Stanislaus County Office of Education); **Patti McLean** (Modesto City Schools); **Kim Mensonides**, (Chatom Elementary School); **Kimberly Smith**, (Modesto City Schools); and **Joanne Vega**, (Ceres USD)

Room:

Strand: Teacher

The Creativity at the Core Module 6, *Lesson Study as a Model for Sustainable Arts Integration*, harnesses the power of rigorous professional development through a cost-effective and sustainable lesson study format to deliver the power of arts integration to teachers and students. Review the process of this highly successful arts integration lesson study module in order to utilize it for your own educational settings. Join elementary teachers and (past lesson study graduates) as they walk you through powerful, hands-on, arts-integrated lessons with an emphasis on the early elementary student, the Arts, ELA, and Science. Participants engage in hands-on arts integration learning, receive copies of module planning documents, and arts integrated lessons.

Building Empathy and Understanding through World Music

Presenters: **Pauline Crooks** (San Diego County Office of Education) and **Stefanie Schmitz** (Center for World Music)

Room:

Strand: Teacher and Administrative/Leadership

Research has shown that music instruction is one of the strongest ways to increase EMPATHY in students, something that many see as lacking in our society as a whole. This session will focus on using music as a lens through which we view the historical and cultural connections of people around the world and within our own communities to help students develop empathy, understanding, and an appreciation of the diversity that makes California so unique! Participants will examine some of the current research on the music-empathy connection, learn new and engaging strategies for teaching world music, and come away with resources to help students in ALL GRADES see how music connects cultures around the world. Participants will enjoy this HANDS-ON session, which includes WORLD CLASS instruction provided by Teaching Artists from San Diego's Center for World Music. Participants will also be introduced to the newest module in the "Creativity at the Core" professional development series, which are FREE for use in schools thanks to the California County Superintendents Educational Services Association's Arts Initiative. All of these modules can be explored online at www.ccsesaarts.org/creativity-at-the-core.

Are we forming children who are only capable of learning what is already known? Or should we try to develop creative and innovative minds, capable of discover from preschool age on, throughout life?"

- Jean Paiget

THURSDAY | AGENDA

JULY 11, 2019

AFTERNOON BREAKOUT SESSIONS, continued

1:30 to 3:00 PM

Art-Centered Culturally & Linguistically Relevant Teaching: Highlights from Two Creativity at the Core Modules (4 & 17)

Presenter: Derek Fenner (Alameda County Office of Education)

Room:

Strand: Teacher

This workshop takes a deep dive into Module 4, Creativity in Court and Community Schools and Module 17, Media Arts for Your Classroom. Participants will gain an overall understanding of each module as well as have the opportunity to engage in meaningful experiential activities that highlight culturally and linguistically relevant teaching. Both of these modules center the work of youth justice as a generative theme throughout.

Building Empathy and Understanding through World Music

Presenters: Jeannine Flores and Jenny Cheng (Santa Clara County Office of Education)

Room:

Strand: Teacher and Administrative/Leadership

This interactive workshop will have participants movin' and groovin' to an integrated music and math unit that examines fractions and musical notations for Grades 1 through 4. Dance your way out of this presentation with a complete unit! The focus is on how designated students can show knowledge in multiple ways. By infusing music in the math learning, we are equipping students with many ways to demonstrate understanding of key concepts in both math and music. This integrated unit was co-developed by Jeannine Flores (VAPA) and Jenny Cheng (Math) at the Santa Clara County Office of Education.

Creativity Across Sectors: Building a Climate of Access and Equity in Rural Communities

Presenters: Kate Stover (Tulare County Office of Education)

Room: Annex B

Strand: Teacher and Administrative/Leadership

Are you looking for ways to build meaningful parent and community engagement in your school or district? Do you want to bring more community stakeholders to the table for local initiatives? Try the arts! This workshop will examine the impact of a comprehensive arts education strategic plan on all facets of school and community. In this interactive session you will explore a model strategic plan and learn how to build genuine cross-sector collaboration, ensuring a well-rounded education for every child.

“You can't use up creativity. The more you use, the more you have.”

-Maya Angelou

THURSDAY | AGENDA

July 11, 2019 AFTERNOON SESSIONS, Continued

BREAK

3:00 to 3:15 PM

PLENARY SESSION

LA GRANDE BALLROOM

3:15 to 5:00 PM

Equity by Design: The Power of the Arts

Francisca Sánchez | CEO Provocative Practice, CREATE CA
Liliana Sánchez | Student

What do we mean by equity? What is a counter-hegemonic artistic space? How do we design for these outcomes? Participants will engage in exploring and reflecting on the role of the various arts disciplines in promoting equity through the use of culturally and linguistically responsive pedagogical practices. This session will share some ideas about how to intentionally design for equity through the arts

The Flourishing Classroom: Establishing the Role of the Arts on Social Emotional Learning

Ivonne Chand O'Neal, Ph.D. | Muse Research

Social and emotional abilities are said to be indicators of how well a person adjusts to his or her environment, adapts to change and, ultimately, how successful she or he will be in life. In fact, core development abilities such as conscientiousness, emotional stability, openness, and agreeableness can be as, or even more, important than cognitive intelligence in determining future employment. Join us as we uncover the use of gratitude, strength-finding, and other unconventional strategies to increase social emotional learning and flourishing in the classroom.

Art is a nation's most precious heritage. For it is in our works of art that we reveal to ourselves and to others the inner vision which guides us as a nation. And where there is no vision, the people perish."

—President Lyndon Johnson, on signing into existence the National Endowment on the Arts

FRIDAY | AGENDA

JULY 12, 2019 MORNING SESSION

Light Breakfast and Coffee | La Grande Ballroom

8:00 - 9:00 AM

Opening Session | La Grande Ballroom

9:00 AM - 10:20 AM

Opening Remarks

Sarah Anderberg | CCSESA Statewide Arts Initiative

Aileen Allison-Zarea | California Department of Education

Hamish Tyler | Monterey County Office of Education

Keynote: Moving the Needle: How California is Increasing Access and Equity in Visual and Performing Arts Classes

Lindsay Weiss-Tornatore, Ed.D. | California Department of Education

The inclusion of diverse learners in our arts programs is the first step. However, once included, what are the next steps that educators and program providers must take to offer each and every student with equitable access to meaningful engagement with the Arts? In California, the Arts are leading the way by cultivating creative learning environments that are flexibly responsive to individual needs while maintaining rigorous academic, social-emotional, and behavioral objectives. The recent adoption of the 2019 *California Arts Standards* and the revision of the 2020 *California Arts Curriculum Framework* are providing our field with opportunities to move access and equity from a theoretical discussion to multiple moments of action. During this keynote session, participants will discuss how their work in the arts is essential to California's promise to closing the achievement gap for the 6.2 million students we serve.

Keynote and Culmination: Trauma, the Brain, & Social Emotional Arts: A Hands-On Experience

Ping Ho, MA, MPH | UCLA Center for Arts and Healing

Learn how the arts can be uniquely effective in managing trauma and how the language of non-judgment can enhance engagement and dialogue. Experience how the arts can be used to facilitate self-expression, stress reduction, positive emotions, and connection to others in an interactive hour of art making, movement, music making, and writing.

LUNCH AND CLOSING -LA GRANDE BALLROOM | 12:00—1:00 PM

CCSESA ARTS INITIATIVE



The **CCSESA Arts Initiative** continues to take a leadership role in providing support, technical assistance, and services for teachers, administrators, and parents across California. The CCSESA initiative is designed to provide support to schools and districts by offering a full complement of services utilizing the statewide county office of education infrastructure. The CCSESA Arts Initiative involves Regional Arts Leads from all 11 CCSESA service regions in the state, who serve on the CISC Visual and Performing Arts Subcommittee, as well as designated County Arts Leads from California's 58 counties. The Regional Arts Leads have produced a toolbox of online arts learning resources to assist schools districts with planning and implementing visual and performing arts programs. County superintendents work with the business community and arts communities to build systemic state (research, resources, support) and local (data gathering, education, courses of study, and professional development) structures with the goal of bringing the arts into the classroom at every grade level.

The Curriculum and Instruction Steering Committee (CISC) initiates collaborative leadership with school districts, the CDE, and other partners to ensure programs, practices, and services that support success for all its students. The Committee identifies statewide curriculum and professional learning activities and assists the CDE in adopting and implementing instructional materials, as well as developing publications such as curriculum frameworks. The CISC Visual and Performing Arts Subcommittee is Co-chaired by Dr. Gary Waddell, Santa Clara County Office of Education and Lisa Tiwater, Stanislaus County Office of Education.

OUR VISION

The media, visual and performing arts are an integral part of a comprehensive curriculum and are essential for our students. All California students from every culture, geographic region and level, deserve quality arts learning in dance, media arts, music, theatre, and visual arts as part of the core curriculum.

CCSESA ARTS CORE PRINCIPLES

Based on an extensive review of professional literature research, we have identified the following core principles as essential foundations for school reform that results in sustainable student success, as defined in our vision.

RICH & AFFIRMING LEARNING ENVIRONMENTS

Create a safe, affirming, and enriched environment for participatory and inclusive learning in and through the visual and performing arts for every group of students.

EMPOWERING PEDAGOGY

Use culturally and linguistically responsive pedagogy that maximizes learning in and through the visual and performing arts, actively accesses and develops student voice, and provides opportunities for leadership for every group of students.

CHALLENGING & RELEVANT CURRICULUM

Engage every group of students in comprehensive, well-articulated and age-appropriate visual and performing arts curriculum that also purposefully builds a full range of language, literacy, and other content area skills, including whenever possible, bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, coherent, relevant, and challenging.

HIGH QUALITY INSTRUCTIONAL RESOURCES

Provide and utilize high quality standards-aligned visual and performing arts instructional resources that provide each group of students with equitable access to core curriculum and academic language in the classroom, school, and community.

VALID & COMPREHENSIVE ASSESSMENT

Build and implement valid and comprehensive visual and performing arts assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.

HIGH QUALITY PROFESSIONAL PREPARATION & SUPPORT

Provide coherent, comprehensive and ongoing visual and performing arts professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent arts instruction for each group of students.

POWERFUL FAMILY/COMMUNITY ENGAGEMENT

Implement strong family and community engagement programs that build leadership capacity and value, and draw upon community funds of knowledge to inform, support, and enhance visual and performing arts teaching and learning for each specific group of students.

ADVOCACY-ORIENTED ADMINISTRATIVE & LEADERSHIP SYSTEMS

Provide advocacy-oriented administration and leadership that institute system-wide mechanisms to focus all stakeholders on the diverse visual and performing arts needs and assets of each specific group of students. These administrative and leadership systems structure, organize, coordinate, and integrate visual and performing arts programs and services to respond systemically to the needs and strengths of each group of students.

CORE PEDAGOGICAL PRACTICES

We support high intellectual performance when we deploy these pedagogical practices, which we intend to support as core CCSESA Arts practices that should be in evidence in every classroom in California:

1. *Identify and build on student strengths.*

Identifying and building on student strengths means acknowledging that students don't come to us as blank slates or as an accumulation of deficiencies. They know things, they've had experiences, they have cultures and languages -- all of these are powerful assets that we should build on. We need to acknowledge these assets and show students that we believe in them and in their intellectual and academic capacity.

2. *Establish powerful relationships that nurture success.*

Establishing powerful relationships that nurture success requires that teachers know their students and their communities and that students see them as their advocates and supporters. Students will look for teacher behaviors that they see as evidence that the teacher respects them. We know that relationships are everything. And we know that many students will refuse to learn from teachers who they don't believe care about them or have their best interests at heart.

3. *Elicit high intellectual performance.*

Teachers can elicit high intellectual behavior by making sure the curriculum is well-articulated, relevant, and rich. They intentionally invite students into cognitively complex work and inquiries in ways that allow students' curiosities to be engaged and for students to experience a series of connected successes. They take advantage of what we know about how the brain works best to structure brain-compatible experiences for their students. Most importantly, they carefully plan activities that prime or prepare students for cognitively demanding work, they use processes that allow students to engage in meaningful ways with the content, and they organize activities designed to help students retain and retrieve what they learn.

4. *Engage students actively in the learning.*

We can engage students actively in the learning process by focusing their attention on challenging thinking and requiring that students use oral and written language, as well as nonlinguistic representations (music, dance, art), to communicate and concretize their thinking. We can connect the learning to students' real lives and engage them in creating authentic products that add value to the students, their families, their schools, and their communities.

5. *Create environments of enrichment, not remediation.*

The research is clear on the power of creating environments of enrichment rather than remediation, which teachers can do by treating students as gifted and organizing learning experiences that allow them to behave and produce as gifted students.

6. *Situate learning in the lives of students.*

Critical to high intellectual performance is situating learning in the lives of students by using culturally and linguistically responsive strategies that validate students as knowers and that use their lives, experiences, and current knowledge as the starting point for learning. When teachers do this, they communicate to students that their experiences count and that who they are counts.

7. *Address the prerequisites for learning.*

Finally, we need to address the prerequisites for learning by making sure that students have what they need to be successful learners and students. This includes the resources we provide to students, as well as explicitly teaching to bridge gaps in students' academic and linguistic preparation. It means working with families in ways that expand their capacity to contribute to their children's school success.



Introduction

Creativity at the Core is a result of the leadership roles of the California Arts Council, CCSESA, and the California Department of Education (CDE) in the statewide arts education coalition, CREATE CA. *Creativity at the Core* features the arts as an integral part of a comprehensive curriculum to help teachers and students succeed. The intent of this initiative is to expand our thinking about how quality arts teaching and learning enhances achievement across the curriculum and aligns with California State Standards, including the Common Core. With a focus on quality, standards-based arts teaching and learning, educators learn new skills in developing creativity, communication and collaboration, artistic expression, and critical thinking skills that open new opportunities for California’s diverse students, creative thinking, and their application to solve real world problems and issues in novel and imaginative ways. The name of the initiative, *Creativity at the Core*, was born out of our reflections on this intent.

Regional Teams

Creativity at the Core utilizes the CCSESA Regional Arts Lead infrastructure to establish 11 regional teams to support development and implementation of standards-aligned arts learning resources in each CCSESA region. Each team included one county office arts lead and up to three arts organizations. Each region identified a focus, grade level, and target audience for its professional learning module. Additionally, the modules integrate culturally and linguistically responsive pedagogical practices, address arts assessment, and respond to particular populations such as English Language Learners, Latino students and families, and adjudicated youth.

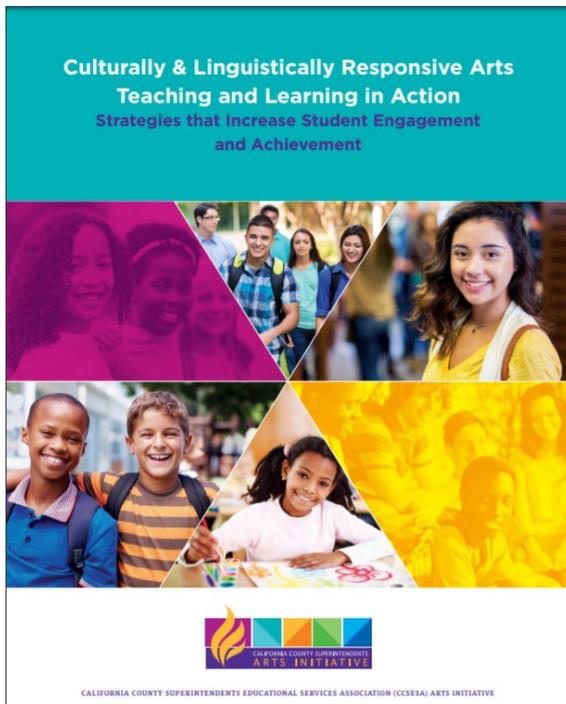
Collective Impact

Collective impact is revolutionizing how organizations come together to accomplish their big visions and goals, and to solve complex social problems. Traditionally, organizations, including non-profits, have operated in isolation. But today’s social problems are resistant to isolated “fixes” and approaches. They often require a coordinated, structured, and collaborative approach. Collective impact means creating alignment, commitment, funding, policy, and trust to coordinate the work across sectors. Collective impact efforts typically have five conditions: common agenda, shared measurement, mutually reinforcing activities, continuous communication, and a backbone organization.

Creativity at the Core Modules

Module	Topic	Developed By
1	Lifting the Barre in Arts Education: Connecting Dance with Common Core in English Language Arts, Math, Social Studies and Science	Humboldt County Office of Education North Coast Dance
2	Distance Learning through the Arts, Equal Access for All	Butte County Office of Education The Music Center of Los Angeles
3	Common Core: Implementing Arts through Communication, Collaboration, Critical Thinking, and Creativity	Sacramento County Office of Education California Musical Theatre Crocker Art Museum
4	Creativity in Court & Community Schools	Alameda County Office of Education Teaching Artist Guild
5	ACTOS: Arts Integration Culturally Responsive Arts Learning Across the Curriculum Tied to Common Core	Monterey County Office of Education El Teatro Campesino
6	Lesson Study as a Sustainable Model for Arts Integration	Stanislaus County Office of Education Gallo for the Arts
7	Arts Integration: Teacher & Artist Collaboration – Connecting Arts Learning with the Common Core State Standards	Fresno County Superintendent of Schools Fresno Arts Council
8	Artifact Detectives: Building Knowledge in Language, History, and the Arts through Active Inquiry	Ventura County Office of Education Museum of Ventura County
9	Problem Solving through Theatre: Learning 21st Century Skills via the Dramatic Arts	San Diego County Office of Education Old Globe Theatre La Jolla Playhouse
10	Getting Ready for Performance: Building the Creative Process in Dance Technique	San Bernardino County Superintendent of Schools P.L.A.C.E Performance
11	Assessing Arts Integration in the Era of Common Core	Los Angeles County Office of Education LA Arts for All
12	Leadership in the Arts and Common Core State Standards	Sacramento County Office of Education Alameda County Office of Education Los Angeles County Office of Education
13	On Stage: English Language Learners Theatre Arts and Language Development	Humboldt County Office of Education Monterey County Office of Education Ventura County Office of Education
14	Arts Integration as a Model of Rigorous Instruction: Connecting Arts Learning with the Common Core State Standards	Butte County Office of Education Stanislaus County Office of Education Fresno County Superintendent of Schools
15	Building Artistic Literacy through Common Core State Standards	San Diego County Office of Education San Bernardino County Superintendent of Schools
16	Arts, Media and Entertainment on The Cutting Edge: Creating an Innovative Pathway for Your School	Monterey County Office of Education Hartnell College
17	Media Arts in Your 6-12 Classroom	Alameda County Office of Education Youth Radio
18	Reuse STEAM	Humboldt County Office of Education SCRAP Humboldt
19	Developing Empathy and Understanding through World Music—K-12	Fresno County Superintendent of Schools San Diego County Office of Education

CCSESA ARTS ONLINE RESOURCES



The CCSESA Arts Initiative is collaborating and partnering with other education and nonprofit organizations at all levels to tie arts education firmly into the core curriculum. This publication features culturally relevant arts strategies that can be used to deeply engage students of all levels. This can be downloaded on our website at: www.ccsesaarts.org under Curriculum.

We offer a wide range of resources that are available to the public, including both California State Standards-aligned resources as well as state and national standards. The resources are categorized by topic.

RESOURCES

- ⇒ Advocacy
- ⇒ After School
- ⇒ Arts Providers
- ⇒ College and Career
- ⇒ Dance
- ⇒ Funding
- ⇒ Media Arts
- ⇒ Music
- ⇒ KQED Video Bank
- ⇒ Professional Development
- ⇒ Research
- ⇒ Theatre
- ⇒ Title 1 /Arts Resource
- ⇒ Visual Arts

Lesson Finder

SEARCH

[Clear Search Results](#)

BY DISCIPLINE

BY GRADE

BY TEACHER

BY REGION



Assessment
Lesson



Character Dances
Lesson, Dance, Kindergarten, Region 9



Self-Assessment in Band
Lesson, Music, Grade 7, Region 5



Pop-Up Green Dream Houses
Lesson, Visual Arts, Grade 3, Grade 4, Region 1

Examples of teacher learning and Assessment: Find lessons and units that represent work by K-12 specialist and generalist teachers from across California.

CCSESA ARTS ONLINE RESOURCES

We offer professional development guidebooks, toolkits, and other research-driven publications that are available to the public.

These resources focus on Advocacy & Leadership, Funding, Professional Development, and After School programs.



ARTS LEARNING IN AN AFTER SCHOOL SETTING

This guide provides assistance to those who are planning and implementing after school programs in visual and performing arts.

[READ MORE >](#)



TAKING THE LEAD IN AFTER SCHOOL PROGRAMS: EXPANDING HORIZONS FOR ARTS EDUCATION

This guide provides assistance to school and district leaders in the development of k-12 visual and performing arts after school programs.

[READ MORE >](#)

HOW CAN YOU STAY CONNECTED?

- Join our mailing list to receive information on upcoming events, monthly newsletters, and more!
- Follow us on Twitter: [@ccsesaARTS](#)

Join the Mailing List

Email Address



CA Arts Initiative

[@ccsesaARTS](#)

Declaration of the Rights of All

Declaration
of the Rights
of All
Students to
Equity in Arts
Learning



1. The right to equitable access to PreK-12 free, coherent, and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities: and the right to equitable outcomes as a result of this access without distinction on account of race, culture, language, religion, national origin, geographical location, or legal status.

I have the right to participate and succeed in high-quality courses in all the arts disciplines as part of my basic education, regardless of my background, culture, language, or place of residence.

2. The right to special protection for every student's artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning PreK-12.

I have the same right to fully develop my creative potential at every grade level and not be excluded for any reason.

3. The right to arts learning that is culturally and linguistically responsive and relevant, with attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students, and special needs students.

I believe the right to engage in arts education that reflects, respects, and builds on my culture, language, and background.

Students to Equity in Arts Learning

4. The right to arts learning programs in every school, district, and community that are funded and supported with the necessary resources, including qualified administrators, teachers, teaching artists, and other staff, adequate materials, and appropriate facilities to support powerful culturally and linguistically responsive arts learning.

I have the right to receive the resources I need to be successful in my arts studies in dance, music, theatre, media, and visual arts, including the proper supplies and facilities, and especially qualified teachers and curriculum that honor all cultures and languages.

5. The right to educators, leaders, parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation, and global society.

I have the right to be supported by leaders in the community and school who understand the benefits of an arts education to prepare me for college, career, and life.

6. **The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student, and that demonstrate those beliefs in their public policies and practices.**

I have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that I am engaging in valuable and important work.

Go to www.createca.net/ for more information.

Learn how to become an arts equity district!

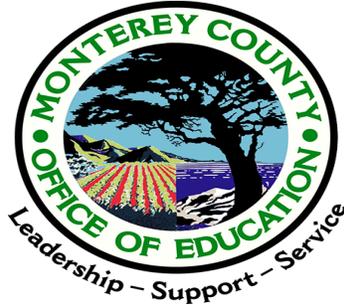


SPECIAL THANKS

MONTEREY ORGANIZATIONS



Monterey Bay
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ARTS COUNCIL
for MONTEREY COUNTY



CITY OF MONTEREY
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MONTEREY
PENINSULA
CHAMBER OF
COMMERCE

el teatro campesino



S C H E I D
V I N E Y A R D S



Forest Theater Guild

Pacific Biological Laboratories (Dr. Ricketts Lab)



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TIDES

Jeffrey's
GRILL & CATERING

Spector Dance



YOUTH ARTS COLLECTIVE

SPECIAL THANKS

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Letty Kraus, California Department of Education

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Lisa Tiwater, Stanislaus County Office of Education



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Jeannine Flores, Santa Clara County Office of Education

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Dr. Deneen Guss, Monterey County Office of Education

Ping Ho, MA, MPH, UCLA Arts and Healing

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Allyson Huntsman, Val Verde Unified School District

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Mallorie Marsh, Crocker Art Museum

Patti McClean, Modesto City Schools

Kim Mensonides, Chatom Elementary School

Stanton Miller, California Alliance for Arts Education

Jack Mitchell, California Department of Education

Nancy Ng, Luna Dance Institute

Joanna Owens, Monterey County Office of Education

Marcia Perry, Youth Arts Collective (YAC)

Francisca Sánchez, Provocative Practice

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Kate Stover, Tulare County Office of Education

Patty Taylor, CCSESA Statewide Arts Initiative

Lisa Tiwater, Stanislaus County Office of Education

Lindsay Tornatore, California Department of Education

Hamish Tyler, Monterey County Office of Education

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Steve Winlock, Sacramento County Office of Education

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Arts Council of Monterey County

Butte County Office of Education

California Alliance for Arts Education

California Department of Education

Center for World Music

Ceres Unified School District

Chatom Elementary School

Chula Vista Elementary School District

City of Monterey Museums

CREATE CA

Crocker Art Museum

Dr. Ricketts Biological Laboratories

El Teatro Campesino

Forrest Theater Guild

Luna Dance Institute

Modesto City Schools

Monterey Bay Aquarium

Monterey Peninsula Chamber of Commerce

Monterey County Office of Education

MCAET's Mobile Digital Media Studio

Monterey Jazz Festival

Monterey Peninsula Unified School District

Monterey Tides Hotel

Muse Research

Orange County Department of Education

Pajaro Valley Unified School District

Patterson Unified School District

Provocative Practice

Sacramento County Office of Education

Santa Cruz County Office of Education

San Diego County Office of Education

Santa Clara County Office of Education

Stanislaus County Office of Education

Spector Dance

The Music Center

Tulare County Office of Education

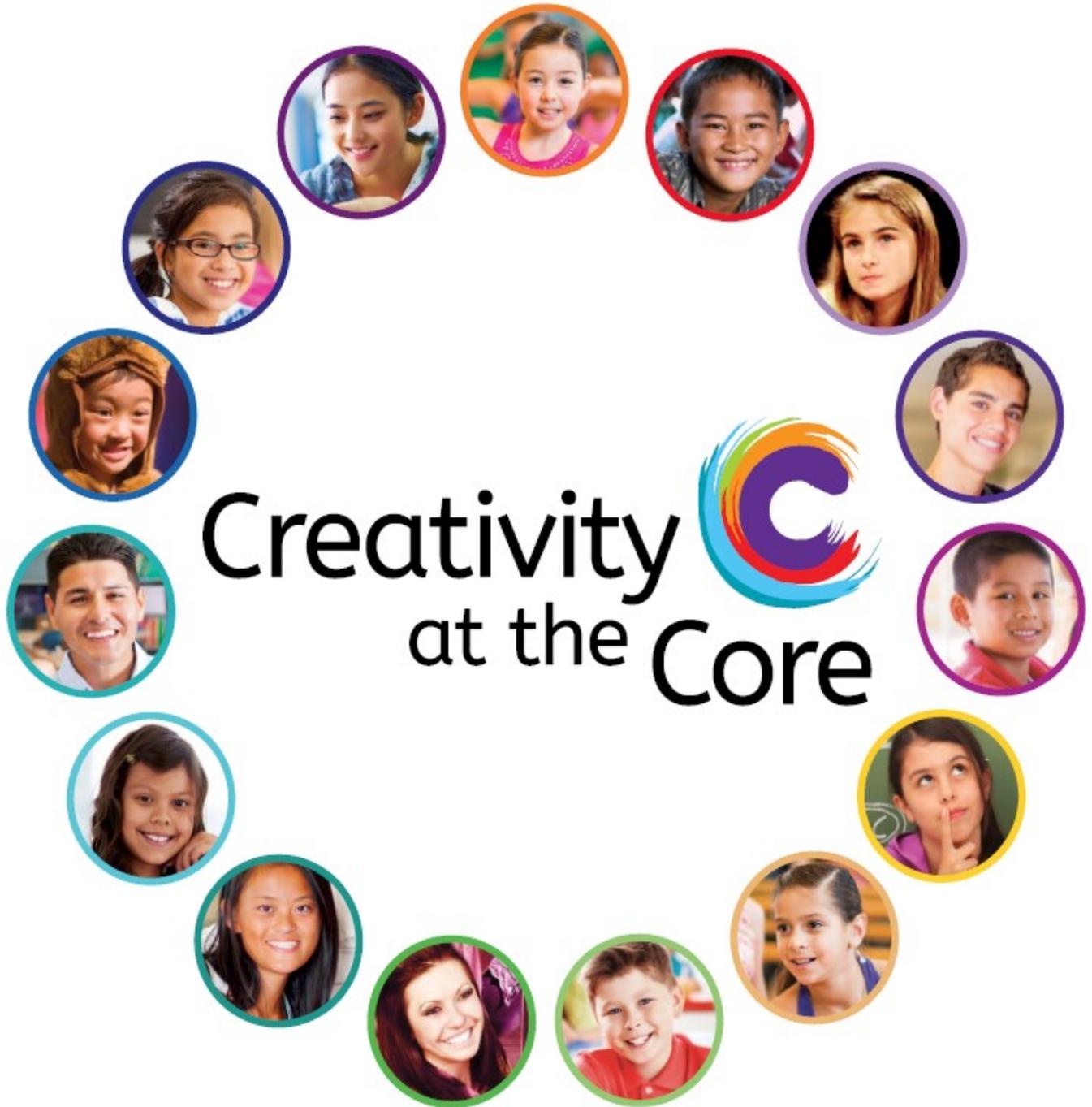
Youth Art Collective (YAC)

UCLA Arts and Healing

Val Verde Unified School District



2019 SUMMER INSTITUTE



Creativity at the Core

CCSEA Statewide Arts Initiative

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