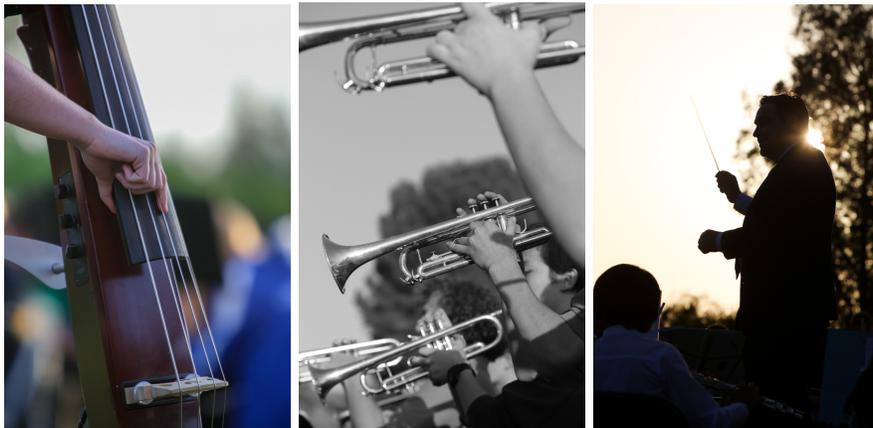

Conejo Valley Unified School District

Strategic Arts Plan

2022-2027



Strategic Arts Education Plan

2022-2027

Message from the Superintendent
Dr. Mark McLaughlin

As an educator, I am proud to be part of the Conejo Unified School District. One reason is the support and value our community, staff, and the Board of Education have for arts education.

The last few years have challenged the education field and the families in our communities. Through months of change and uncertainty, the arts in our schools served as a beacon of continuity and self-expression for students. However, COVID-19 put a tremendous strain on the arts programs in our District.

In the summer of 2021, CVUSD created a new position, Visual and Performing Arts Coordinator, Teacher on Special Assignment, to minimize the COVID impact, re-invest in, and restructure arts programs to ensure equity access to arts education. A significant goal was the creation of the CVUSD Strategic Arts Plan, 2022-2027.

I am proud of the twenty-nine members of the Strategic Arts Plan Team who worked over six months on this project. Each stakeholder represented a unique, yet equal, voice and perspective that culminated into a chorus of coordinated goals and student outcomes in the arts. The vision elements and strategic direction goals outline a TK-12 arts experience that aligns with the California Arts Standards (2019) and Arts Frameworks (2020) to provide a coordinated and sequential arts education across our District.

I thank the Strategic Arts Committee and the CVUSD Board of Education for the development and approval of this Strategic Plan as it champions a sequential and coordinated arts education. This investment in arts education is a direct reflection of our community.

Special thanks to Brian Peter, CVUSD VAPA Coordinator, and Peggy Burt, Strategic Arts Consultant, Mindful Strategies, along with financial support from TOArts and the Conejo Schools Foundation.

The Arts are critical in developing cultural literacy and cultivating global citizens. Our global community requires a workforce with skills in networking, creativity, collaboration, empathy, independent thought, confidence, self-awareness, management, and communication. Investing in the arts is an investment into the future of our students and the skills needed to thrive.

Dr. Mark McLaughlin, Superintendent



Strategic Arts Education Plan

2022-2027

Mission Statement

In **Conejo Valley Unified School District**, we believe **ALL students deserve an exceptional educational experience filled with opportunity and choices**

We believe that equitable access to a well-rounded arts education, in part, fulfills this promise and gives every student opportunities to access creativity and innovation, connect to self and others, and develop a deep sense of well being and authentic academic success.

Board of Education Members



Karen Sylvester
President



Lauren Gill
Vice President



Rocky Capobianco
Board Clerk



Cindy Goldberg
Member



Bill Gorback
Member



Catherine Xu
Student Board Trustee

Executive Summary:

The Strategic Arts Planning Team, in collaboration with district leadership, *is dedicated to an equitable, sustainable arts education system* for Conejo Valley Unified School District with sequential, standards-aligned curriculum, increased staffing and robust structures to deliver excellence in all art forms.

In addition, we believe that a primary purpose of the arts is to connect to the parents, families and community that make the Conejo Valley Unified School District a sought-after educational institution. We are proud that the arts create a magnet for parents and families, build community within our school sites, and set students up for college, career and life-long success and fulfillment. People create because they have something to say. We want to give our students that platform to develop their creative voice to meet the evolving needs of the 21st century. All of this is contextualized within a framework of understanding that the challenges of an increasingly complex world will require unprecedented ingenuity, collaboration and critical thinking skills.

In 2022, a diverse team of district and community members was brought together to envision the path forward for implementation of a fully developed arts education system for Conejo Valley Unified School District. The team identified needs as well as opportunities. The team developed an understanding of the **strength of music** in the district and a real opportunity to expand that program with general music, with additional credentialed music teachers to offer an outstanding curriculum with sequential skill development. Creating an even stronger pipeline to the middle school and high school programs will expand and strengthen secondary arts learning experiences for all of the students involved. Students develop relationship skills through working together in ensembles and moving towards a shared goal. In addition, exploration of musical genres from around the world develops cultural understanding. As the years go on, expanded emphasis will be placed on the other arts disciplines, including dance, theatre, visual arts and media arts.

The concept of **integrating the arts into core content areas**, especially in K-5 classrooms was embraced by the team as a strategic initiative. It has been seen that early exposure to a range of arts disciplines from visual arts to theatre to media arts, can enhance student depth of knowledge in other content areas and reach learners that might not otherwise be so engaged. Building capacity for self awareness and social awareness leads to more collaborative classrooms. Promising practices for integrating arts for English Learners and for students with special needs continue to develop throughout the state as inclusive practices.

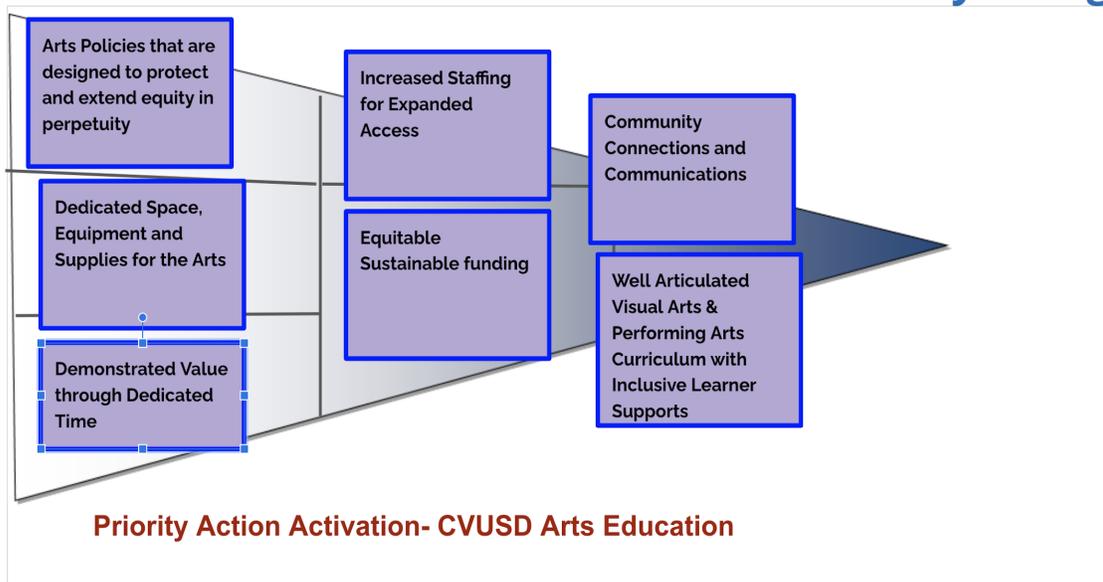
A third area of strategic interest surfaced by the team is that **policy and funding** need to be set in place that will provide equity and access in perpetuity, regardless of administrative transitions, state funding changes or other factors. A commitment to the arts is a commitment to a well-rounded education that values the entirety of the student experience.



The Strategic Arts Planning Process Included:

1. Review of current arts programs and practices in the district;
2. Identification of a Practical Vision for the Arts for the next 5 years;
3. Identification of Strengths and Challenges;
4. Clarification of Strategic Directions to define plan priorities;
5. Writing the Action Plan to articulate Goals, Actions and Timeline.

Priority Wedge



Conejo Valley Unified School District Arts Planning Team:

In the Fall of 2021, Brian Peter, the Visual and Performing Arts Coordinator for the Conejo Valley Unified School District was encouraged and supported to convene a group of leaders to create the first ***Strategic Arts Education Plan*** for the District. Over the course of January-April 2022, the group met every two weeks to build consensus and envision greater access and equity to arts education for every student.

Arts Planning Team:

Dr. Ricardo Araiza Director, Multilingual Learners and Equity
 Julie Bernard, Art Specialist - Aspen / Parent
 Katie Berry, Elementary Counselor
 Elizabeth Blake, Teacher, Westlake H.S. & Los Cerritos M.S. Strings
 Jason Branham, Administration - Principal, Westlake High School
 Michael Freed, Asst. Dir Redwood M.S. & TOHS Bands. Long term sub, Los Cerritos M.S. Band
 Alison Friedman, Art Teacher (credentialed) - Aspen Elementary
 Cindy Goldberg, Trustee, Board of Education
 Brynn Hutchison, General Ed Teacher (K-5) - Lang Ranch Elementary
 Nicole Judd, Principal, Redwood Middle School
 Kim Kilgore, Former CVUSD Strings Coach, Arts Parent, & Studio violinist
 Frank Laguardia, Music teacher at MATES and CLU, Parent
 Eric Lindroth, Teacher, NPHS - Photo
 Kenneth Loo, Assistant Superintendent - Instructional Services
 Beth Pearcey Neal, Acacia Magnet School / Small Business Owner
 Brian Peter, VAPA Coordinator CVUSD / WHS Jazz Band Director
 Alec Proudfit, Recent CVUSD Alumni, Strings Coach, photo & media company owner
 Denise Reader, Conejo Schools Foundation
 Niki Richardson, Director, TOArts
 John Sargent, Newbury Park, Choir
 Dr. Dena Sellers, Director, Elementary Education
 Jonathan Serret, Cultural Affairs Director, City of Thousand Oaks
 Marilyn Strange Teacher, Theatre, NPHS
 Karen Surmani, CSUN Arts, Music Education, Student Teacher Supervisor, Parent
 Karen Sylvester Trustee, Board of Education
 Vivian Vina, Principal, Glenwood Elementary
 Kirsten Walker, Principal on Special Assignment (POSA) - special education focus
 Nicole Wall, Teacher (ELD & Art - Middle School) & ELD Advisor
 Dr. Sonia Wilson, Director, Middle School Education

Peggy Burt, Arts Education Strategic Planning Facilitator, Mindful Strategies Consulting.

Our Vision for the Arts:

The Strategic Arts Planning Team developed the following visionary blueprint to define what success will look like, over time, as we implement our Strategic Arts Education Plan. We will have:

- **Well Articulated Visual Arts & Performing Arts Curriculum**

Systematic, standards-aligned and assessed arts curriculum, together with arts integrated instruction, that creates a sequential, well-articulated progression of arts learning for all students.

- **Increased Staffing for Expanded Access**

A staffing structure that supports intentional collaboration from the elementary level through high school. Staffing at the elementary level will include equitable assignments of arts specialists, moving toward placement of credentialed teachers with a specialization in the arts. Dedicated, single-subject arts teachers will offer arts education at both the middle and high school levels. Staff will be supported by level-specific and area specific professional development, ensuring long-term, coordinated arts education.

- **Inclusive Learner Supports**

Our arts plan is designed to support all students to have a broader and deeper engagement with the arts. *All students* including those who need English Language support, multilingual students, those who have special needs, different abilities or who have been recognized to need additional mental, emotional or physical supports will be provided access to the arts, regardless of any circumstances, including socioeconomic status.

- **Dedicated Space, Equipment and Supplies for the Arts**

Dedicated rooms and spaces for specific Visual and Performing Arts education at all sites across the district, with industry standard equipment and supplies, that will be updated as necessary, along with proper storage solutions to protect valuable assets. Higher visibility for Visual and Performing Arts will be explored through displays and showcases at every school site.

- **Expanded Community Connections**

A robust system of communications will be developed to create awareness, partnerships and collaborative opportunities between local artists, arts organizations and the classroom. Educators and administrators will have better access to information about what is available in our own community for the benefit of teachers' and students' arts learning.



- **Equitable, Sustainable funding**

An increased budget for the arts with secure, diversified funding sources that are distributed equitably and consistently and demonstrates the commitment of the district and community. An understanding of the role of parent funding, district funding and grant funding will inform the overall budget. The Budget shall include a plan for capital outlay that ensures maintenance, replacement and upkeep of equipment and facilities.

- **Demonstrated Value of Arts Through Dedicated Time**

Establishment of consistent times at the elementary level in which arts are taught within the school day. Arts are offered through careful attention to the master schedule/elective scheduling and are specific to the needs of students at each school site.

- **Arts Policies that are Inclusive and Protect and Extend Equity in Perpetuity**

All members of the education community understand the underlying policies that support and protect the arts as a core discipline for students TK-12, and that these policies will remain constant over time and administrations.

The goals, programs and actions that may be included in LCAP, SPSAs, etc. are inclusive of the arts, and are adopted and implemented across the district.

Students who wish to pursue long-term pathways in the arts are supported by administrators and counselors district-wide who understand and encourage options in scheduling at the middle and high school levels. No student shall be excluded from the arts as all students will be able to access arts from within their required course of study.



Strategic Direction Outcomes: Pillars of the Plan

These are the pillars of the plan that provide structure to the vision, all of the goals, actions, timeline and resources. By articulating key strategic directions and looking toward the outcome, the team was able to backwards map all of the goals and actions needed to activate the future of arts education in the Conejo Valley Unified School District.

Strategic Direction #1: Developing and Providing Excellence in Arts Curriculum, Instruction & Professional Learning

- Outcome: Well Articulated Visual Arts & Performing Arts Curriculum with Inclusive Learner Supports.

Strategic Direction #2: Ensuring High-Quality Staffing, Supported with Time & Resources

- Outcome: Well Resourced Arts Programs with Staffing and Infrastructure. The Value of the Arts is Demonstrated through Dedicated Time, Space, Equipment and Supplies for the Arts.

Strategic Direction #3: Expanding and Deepening Community Connections & Communications

- Outcome: Ongoing, Expanded Community Connections and Communications

Strategic Direction #4: Providing Sustainability for Arts Education through Policies and Funding

- Outcome: Arts Education Policies and Equitable Funding Supporting all students and programs sustainably over time.



Why This Matters:

A Message from Brian Peter, CVUSD VAPA Coordinator

The Strategic Arts plan seeks to expand opportunities in curriculum, instruction, and professional learning through a systematic structure of support for students, educators, and administrators.

We will provide a TK-12 arts infrastructure that will provide resources, including arts integrated lesson plans, and will allow students and families to understand that arts education has value - equal value to other areas of study. This process shows students, teachers, and their families that the district and community honors the value of the arts for a well-rounded education.

In the state of California, the arts can be for fun and fulfillment, but they can also lead to careers in the arts. Because we are providing consistency and structure for a TK-12 sequential experience, students will learn that they can participate in the arts for the rest of their lives for enjoyment, they can participate in the arts for self-expression, or they can make the arts a life-long career.

Students will also understand that the arts are rooted in a shared sense of humanity and shared cultures across time and place. Taking time to explore, and begin to understand the music, the art, or the dance of other cultures can develop empathy, tolerance, and deep respect.

By offering a rich and culturally diverse arts curriculum that provides continuity of arts experience to all TK-12 students, will honor childhood - providing a stable place that can support a range of SEL needs for the whole child and whole family. As humans seeking joy, sometimes, we want to sing out loud, sometimes we want to doodle, sometimes we play our instruments, sometimes we dance as if no one is watching. The arts can serve our ever changing SEL needs. They do not expire upon graduation from high school. The arts support quality of life for our whole lives.

The arts bring relevance - why do I need to learn this? When will I use this? A coordinated arts curriculum will answer these questions - every day - everywhere. The arts teach us how to look and how to listen. The arts are everywhere - they are impacting us subconsciously whether we know it or not. Arts education will heighten awareness in our community amid our diverse cultures, allowing students to tune in, express, know themselves better, and connect to people and arts from all cultures.

Brian Peter, CVUSD Visual and Performing Arts Coordinator



Strategic Directions Conejo Valley Unified School District Strategic Arts Plan

The following outlines the four strategic directions and corresponding goal areas that will shape our implementation:

Strategic Direction #1: Developing and Providing Excellence in Arts Curriculum, Instruction & Professional Learning

Goal 1.1 Structure a comprehensive, articulated VAPA Program and a cohesive, baseline education in VAPA to integrate the arts in all areas of CVUSD in a collective effort to fortify academic achievement.

Goal 1.2 Provide education and professional development to create a cultural/mindset shift as it pertains to the importance of the arts in education.

Strategic Direction #2: Ensuring High-Quality Staffing, Supported with Time & Resources

Goal 2.1 Commit to prioritizing Arts Education by staffing our schools with highly qualified Arts Educators.

Goal 2.2 Ensure all students at all school sites have equal access to consistent, standards-based quality arts instruction.

Strategic Direction #3: Expanding and Deepening Community Connections & Communications

Goal 3.1 Utilize all available community partnerships & stakeholders.

Goal 3.2 Communicate and advocate to all stakeholders what Arts Education is in CVUSD.

Strategic Direction #4: Providing Sustainability for Arts Education through Policies and Funding

Goal 4.1 Commit to Arts Education in plans and policies in CVUSD that are inclusive of all students and are designed to protect and extend equity in perpetuity.

Goal 4.2 Plan for and designate funds to Arts Education at all grade spans

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

The following declaration developed by the state-wide collective impact coalition CREATE CA outlines each student's right to have access to high-quality public arts education, regardless of their background, culture, language or geographic location.

1. The right to equitable access to pre-K-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.

Every student in the Conejo Valley Unified School District has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their ability, 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 pre-K-12.

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

3. The right to arts learning that is culturally and linguistically responsive and relevant, with particular 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.

All students have the right to engage in arts education that reflects, respects and builds on their culture, language and background.

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.

All students have the right to receive the resources they need to be successful in their arts studies in dance, music, theatre, and media and visual arts, including the right supplies and facilities and especially qualified teachers and curriculum that honors all cultures and languages.

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

All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them 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 values/beliefs in their public policies and practices.

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

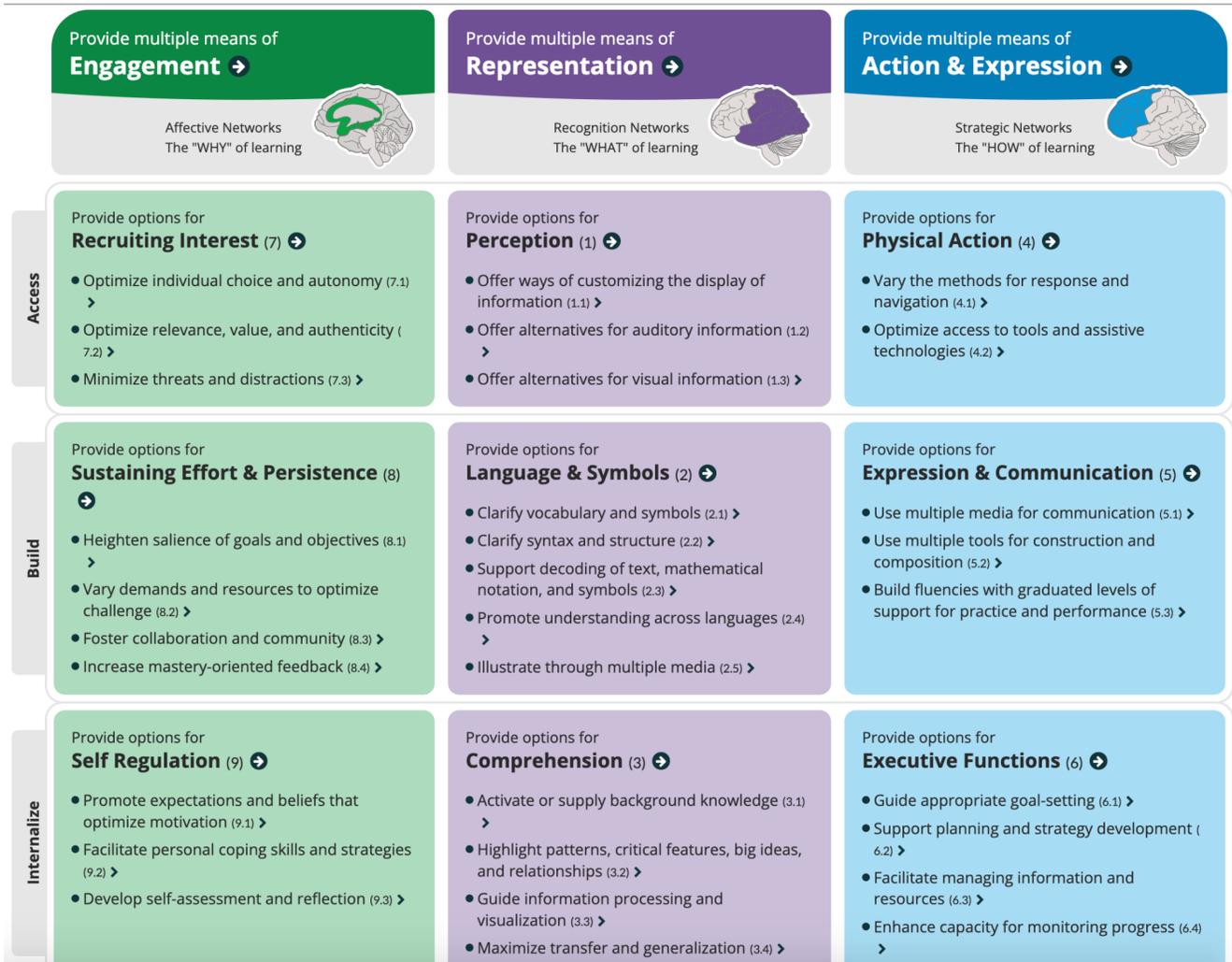
www.createca.org

The District leadership and the CVUSD Arts Planning Committee stand by this declaration as part of our overall commitment to equity and access to arts education for all students.



Universal Design for Learning:

Arts Education is grounded in UDL ensuring that all learners are actively engaged with multiple pathways for learning and expression. UDL articulates the “why”, the “what” and the “how” of learning. The chart below outlines UDL from the organization www.cast.org



Located near Boston, CAST is a nonprofit education research and development organization that created the [Universal Design for Learning](#) framework and [UDL Guidelines](#), now used the world over to make learning more inclusive.



CASEL:

The Collaborative for Academic, Social, and Emotional Learning has been a leader in SEL since first introducing the term more than two decades ago. CASEL has helped grow social and emotional learning from a promising theory to an essential part of education. In the state of California, the arts and SEL provide a key set of best practices to frame education for the whole child, engage parents and families, and partner with the community.

www.casel.org



The Arts Education & Social Emotional Learning Framework:

The Arts Education & Social Emotional Learning Framework is designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing art education. www.selarts.org

| | | ARTISTIC PROCESS | | | |
|--|-----------------------------------|------------------|-----------------------------|---------|---------|
| | | CREATE | PERFORM/ PRESENT/PRODUCE | RESPOND | CONNECT |
| SOCIAL EMOTIONAL LEARNING COMPETENCIES | 01 SELF-AWARENESS | CR/SeA | PR/SeA | RE/SeA | CN/SeA |
| | 02 SELF-MANAGEMENT | CR/SM | PR/SM | RE/SM | CN/SM |
| | 03 SOCIAL AWARENESS | CR/SoA | PR/SoA | RE/SoA | CN/SoA |
| | 04 RELATIONSHIP SKILLS | CR/RS | PR/RS | RE/RS | CN/RS |
| | 05 RESPONSIBLE DECISION-MAKING | CR/RDM | PR/RDM | RE/RDM | CN/RDM |



**Strategic Direction #1:
Developing and Providing Excellence in Arts Curriculum, Instruction & Professional Learning**

| <p>Goal 1.1: Structure a comprehensive, articulated VAPA Program and a cohesive, baseline education in VAPA to integrate the arts in all areas of CVUSD in a collective effort to fortify academic achievement.</p> | | | | | |
|--|---|---|--|---|--|
| Phase | Strategies | Actions | Person/Group Responsible | Budget Needs | Measurable Outcome |
| <p>Phase 1 = 1st/2nd year Phase 2 = 3rd/4th year Phase 3 = 5th year</p> | | | | | |
| <p>1 K-5 General Music</p> | <p>Design or adopt sequential standards-based curriculum in music</p> | <p>Define general music scope and sequence for grades K-5 in all elementary schools with particular emphasis on 4th and 5th grade launch for academic year 2022-2023.</p> <p>Consider using a structure of SEL to outline scope and sequence as a uniform lens (Self/Community/World/Telling a story through Performance)</p> | <p>VAPA coordinator with 2 new credentialed music teachers</p> | <p>Equipment, supplies and musical instruments for every 4th and 5th grader</p> <p>Teacher salaries</p> | <p>Students receive weekly instruction in general music from a credentialed music teacher employed and evaluated by the district.</p> <p>A scope and sequence is defined for elementary music instruction K-5th grade.</p> |
| <p>1-2</p> | <p>Design or adopt sequential</p> | <p>Work with secondary theatre/drama teachers</p> | <p>VAPA coordinator with credentialed teachers in</p> | <p>Arts PLC time</p> | <p>A scope and sequence of what</p> |



| | | | | | |
|---|---|---|---|--|--|
| 6-12 Theatre Arts | standards-based curriculum in theatre for 6-12th grades | to define scope and sequence of theatre instruction for standards alignment and to inform elementary practices | the district and community teaching artists | | students will learn, know and be able to do through theatre is defined from 6-12th grade. |
| 1-2 K-5 Arts Integration | Design or adopt arts-integrated curriculum based on K-5 core standards in all elementary schools. | Convene a task force of educators from each school cluster that represent the diverse school populations. Weave in members with different perspectives to the task force to ensure inclusive learner supports. Create curriculum with Universal Design for Learning in mind | Instructional Services | Pay educators' hourly rates or full day substitutes. Bring in voices from Special Education, ELD and other under-represented groups | Arts Integrated curriculum: lessons, units, scope and sequence K-5. Data collection from the committee Curriculum created |
| 1 K-12 All-District Expansion | Provide opportunities to showcase student learning and performance in the arts | Explore Expanding the All-District Music Festivals Explore including dance, theatre, media arts and visual arts into the music festivals Provide participation opportunities for all students from 3rd grade up within the structure of the festivals | CSF, CVUSD/ VAPA, CRPD | Planning time. Production costs. Materials costs. | Expand All District Festival that showcases the variety and diversity of CVUSD Arts Program |

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| 1 K-5 PE -> Dance | Explore background of PE teachers to determine if dance can be offered | Work with PE teachers that are interested in dance to pilot dance within PE at the elementary level | VAPA Coordinator and new PE Teachers | Planning time | Dance is offered within PE at selected elementary sites. |
| 2 3rd Grade General Music | General music expands to Grade 3. | Define general music scope and sequence for grades 3 in all elementary schools | VAPA coordinator and credentialed music teachers to provide general music | Equipment, supplies and musical instruments for program. Teacher salaries | Students receive weekly instruction in general music from a credentialed music teacher employed and evaluated by the district. |
| 2 5th Grade Band, Choir, Strings | Provide sequential standards-based music instruction for Grade 5 to include three areas of choice | Hire appropriate staffing to offer Choir, Strings and Band for all 5th graders district wide | VAPA Coordinator and Credentialed Music Teachers | Equipment, supplies and musical instruments Teacher salaries | Students receive weekly instruction year-long in the area of their choice from a credentialed music teacher employed and evaluated by the district. |
| 2-3 6-12 Dance | Design or adopt sequential standards-based curriculum in dance | Work with secondary dance teachers to define scope and sequence of dance instruction for standards alignment and to inform elementary practices | VAPA coordinator with credentialed teachers in the district and community teaching artists | Arts PLC time | A scope and sequence of what students will learn, know and be able to do through dance is defined from 6-12th grade. |

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| <p>2-3 K-12 Visual Arts</p> | <p>Design or adopt scope and sequence for sequential standards-based curriculum in visual arts K-12</p> | <p>Explore adding visual arts equitably to all middle schools</p> <p>Work with secondary visual arts teachers to define scope and sequence of visual arts instruction for standards alignment and to inform elementary practices</p> | <p>VAPA coordinator with credentialed teachers in the district</p> | <p>Arts PLC time</p> | <p>A scope and sequence of what students will learn, know and be able to do through visual arts is defined from K-12th grade.</p> |
| <p>2-3 K-5 Arts Baseline</p> | <p>Define a "baseline" of what all students will receive as arts instruction (both dedicated and integrated) in the elementary grades K-5</p> | <p>Arts Team to evaluate the adopted scope and sequence/curricula of dance, music, theatre and visual arts in the district to establish best practices for equitable baseline of what all students will receive in dedicated and integrated arts instruction.</p> | <p>VAPA coordinator with a diverse arts team of elementary teachers, arts specialists, credentialed arts teachers in the district and community members.</p> | <p>Arts PLC time</p> | <p>Based on the adopted curriculum/scope and sequence of dance, music, theatre and visual arts, every elementary school site in the district will adopt and implement the baseline : what all students have access to in the elementary grades in the arts.</p> |
| <p>3 K-12 Media Arts</p> | <p>Design or adopt sequential standards-based curriculum in media arts</p> | <p>Look at how media arts is offered through CTE.</p> <p>Explore how media arts might be offered at the elementary grade levels</p> <p>Consider incorporating intentional, standards-based media</p> | <p>VAPA coordinator with a variety teachers in the district</p> | <p>Arts PLC time</p> | <p>A scope and sequence of what students will learn, know and be able to do through media arts is defined from K-12th grade.</p> |

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| | | arts into maker spaces around the district | | | |
| 3 K-12 Specialized Units | Develop project-based learning and specialized units of study for VAPA curriculum (For Ex: Harlem Renaissance; Spanish Guitar-Cubism) | Consider building specialized units to support core content or recognition months (Black History Month/ Women's History Month, etc) based on need and feedback from educators | VAPA coordinator / Instructional Services / selected teacher leaders in arts integration | Arts PLC time | Specialized units are created and shared with interested teachers. |
| 3 6-8 Dance | Consider offering dance at the middle school level | Determine if dance at the middle school can be offered through PE, teaching artists or dance credentialed teachers. | VAPA coordinator/Instructional services/selected teacher leaders | Arts PLC time | Dance is offered as an elective at the middle school level. |
| 3 K-2 General Music | General music expands to K-2 | Define general music scope and sequence for grades K-2 in all elementary schools | VAPA coordinator and credentialed music teachers to provide general music | Equipment, supplies and musical instruments for program. Teacher salaries | Students receive weekly instruction in general music from a credentialed music teacher employed and evaluated by the district. |

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| <p>3 4th Grade Band, Choir, Strings</p> | <p>Provide sequential standards-based music instruction for Grade 4 to include three areas of choice</p> | <p>Hire appropriate staffing to offer Choir, Strings and Band for all 4th graders district wide</p> | <p>VAPA Coordinator and Credentialed Music Teachers</p> | <p>Equipment, supplies and musical instruments Teacher salaries</p> | <p>Students receive weekly instruction year-long in the area of their choice from a credentialed music teacher employed and evaluated by the district.</p> |
|--|--|---|---|--|--|

| <p>Goal 1.2: Provide education and professional development to create a cultural/mindset shift as it pertains to the importance of the arts in education.</p> | | | | | |
|--|---|---|--|---|--|
| Phase | Strategies | Actions | Person/Group Responsible | Budget Needs | Measurable Outcome |
| <p>1 K-5 Teachers Arts Interests</p> | <p>Poll K-5th grade teachers to find out their interest in arts integration professional learning</p> | <p>Create a survey to find out what teachers have interest in attending training for arts integration</p> | <p>VAPA Coordinator</p> | <p>Planning time</p> | <p>Survey distributed, data aggregated and findings shared out with leadership on arts integration for all K-5 teachers.</p> |
| <p>1 K-12 SEL / Arts Curriculum / Arts Integration</p> | <p>Explore how SEL competencies can support arts curriculum and arts integrated curriculum</p> | <p>Determine what professional learning/training is needed to create understanding around SEL and the arts.</p> | <p>VAPA Coordinator to meet with teams to advance the integration of SEL with the arts and core curriculum</p> | <p>Consider use of existing PD days to convene teachers Explore after school options for Arts PLC.</p> | <p>Sample lessons, units and practices are shared in grade-level planning cohorts for SEL with arts and core curriculum</p> |

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| | | <p>(Survey/Conversations/Work with leadership, etc.)</p> <p>Convene a team of teachers who are interested in deepening their understanding of how to weave SEL into arts and core instructional practices K-12.</p> <p>UDL framing: Following UDL guidelines assists with differentiation of instruction for all students.</p> | | | |
| <p>1</p> <p>K-5 Arts Integration PD</p> | <p>Offer arts integration training in collaboration with community partners.</p> | <p>Offer arts integration in selected areas through community partnership.</p> <p>Educate teachers about creativity, standards-based arts integration and dedicated arts education.</p> <p>Consider offering one art form for</p> | <p>VAPA Coordinator with community arts organizations.</p> | <p>Teacher time/ sub time. Fees for community providers (may be provided through grant funding or arts organization funding).</p> | <p>Teachers receive practical tools and methods to bring arts integration into the K-5 classrooms.</p> |

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| | | integration per year for five years, beginning with performing arts. | | | |
| 1 K-5 Arts Integrated Lesson Library | Develop grade-level cohorts to build out arts integrated lessons and units based on the training provided | Grade-level teams develop and share out lessons Build resource libraries of lessons to be made available digitally | VAPA Coordinator, Grade Level Curriculum Committees, Leadership | Arts PLC time | Resource library of arts integrated lessons tied to grade level core content. |
| 1 PD for Elem Arts Specialists 6-12 Arts Teachers | Provide relevant professional learning for arts specialists at the elementary level and secondary arts teachers | Survey arts specialists at the elementary level and secondary arts teachers to assess needs. Provide opportunities for district PD or option to attend professional conferences. Share widely with best practices learned at conferences. | VAPA Coordinator, Elementary Arts Specialists and Secondary Arts Teachers | Arts PLC time or conference fees | Teachers attend relevant professional learning opportunities and share out best practices. |
| 1-3 6-12 Interdisciplinary | Provide support for educators to develop interdisciplinary | Provide time for educators to work together to develop | Site administration and educators, VAPA Coordinator, Arts Leads | Funding for collaboration time | Teachers are supported to work together to define |

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| Arts Curriculum | arts curriculum and instruction | units/scope and sequence or lessons that integrate the arts with other content areas or within the arts disciplines | | | interdisciplinary arts opportunities. |
| <p>2</p> <p>Inclusive Learner Supports in Arts</p> | Check curriculum for accessibility and "inclusive learner supports" | <p>As the arts curriculum is developed, ensure that it is accessible to students who are English learners or who have special needs.</p> <p>Include social emotional learning for all students within the arts curriculum.</p> <p>Utilize UDL practices in visual and performing arts instruction</p> | VAPA Coordinator with selected specialists, Instructional Services, arts leads | Curriculum review and development planning time | Curriculum meets the needs of diverse learner populations. |

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| 2 | Where appropriate, bring in teaching artists, arts organizations and community artists to provide professional learning opportunities | Develop partnerships for specialized instruction with community artists | VAPA Coordinator and teaching artists/ arts organizations | Grant funding may be available to partner with arts organizations/community artists | Artist residencies, workshops, or professional learning opportunities are provided to teachers, |
| 2-3 6-12 PL for Counselors | Develop professional learning opportunities for school counselors at the secondary level | Determine scope of training around the careers in the creative economy, colleges that offer scholarships for arts students and the value of creative occupations. Explore the resource "Gladeo" that is being piloted by CREATE CA for creative careers. | VAPA coordinator, CTE teachers and School Counselors/Guidance Counselors | Planning time | Professional learning and resources provided to school counselors to ensure understanding of creative career pathways |
| 2-3 PL centered on Additional Student Supports | Develop professional learning that increases awareness around arts for | Prioritize inclusive learner supports in the arts through ongoing professional learning and | VAPA Coordinator, specialists in Special Needs, English Learner Development, etc. and Arts Leads | Planning Time | All educators are better informed about how to make the arts accessible, and inclusive. |

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| | <p>students that need additional supports including English Learners, students with special needs and others.</p> <p>Provide PD in UDL</p> | <p>sharing best practices</p> <p>Consider developing arts practices for English Learners and students with disabilities to increase access and pathways in the arts</p> | | | <p>The number of students who are excluded from the arts drops district-wide</p> |
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**Strategic Direction #2:
Ensuring High-Quality Staffing, Supported with Time & Resources**

| <p>Goal 2.1: Commit to prioritizing Arts Education by staffing our schools with highly qualified Arts Educators.</p> | | | | | |
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| Phase | Strategies | Actions | Person/Group Responsible | Budget Needs | Measurable Outcome |
| <p>1</p> <p>4-5 General Music Teachers</p> | <p>Hire two new credentialed general music 4th-5th grade elementary teachers</p> | <p>Develop job description and post the position</p> <p>Staff up to 2.2 teachers for 4th & 5th grade General Music</p> | <p>VAPA Coordinator/HR</p> | <p>Funding for two positions plus benefits</p> | <p>Two new credentialed music teachers employed and evaluated by the district.</p> |

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| | | Interview, hire and on board | | | |
| <p>1-3 ongoing</p> <p>K-12 Arts Staffing</p> | Investigate current arts staffing at school sites to understand needs and opportunities | <p>Determine minimum arts staffing desired by school sites</p> <p>Where possible hire credentialed or highly qualified arts specialists for each school site,</p> <p>Through an articulated curriculum, consider a thoughtful staffing combination of multi or single subject credentialed teachers along with CTE educators</p> | VAPA Coordinator, HR and Instructional Services and Principals. | Budget for staffing to be determined. | An equitable distribution of arts teachers creates expanded access across the district. |
| <p>1</p> <p>K-5 Site Arts Leads</p> | Designate arts lead at each elementary school site | <p>Survey sites to select or nominate an arts lead</p> <p>Develop list of responsibilities and perks for arts leads</p> <p>Designate time frame (1-2 year commitment)</p> | VAPA Coordinator and designated arts leads | Extra duty pay to be the arts lead | Arts Leads meet once a month to implement key aspects of the plan, such as considering curriculum, planning professional development, building community |

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| | | <p>Convene arts leads once a month in a professional learning community</p> <p>Consider meeting off site at community arts organizations to deepen partnership opportunities</p> | | | <p>partnerships and sharing communications for events and opportunities.</p> |
| <p>2</p> <p>K-5 Continue Site Arts Leads 6-12 Arts Leads</p> | <p>Designate arts lead at each secondary school site.</p> | <p>Survey sites to identify lead / department chair for the arts.</p> <p>Invite leads and Arts DC's to convene once every other month.</p> <p>Convene arts leads every other month in a professional learning community.</p> <p>Consider meeting off site at community arts organizations to deepen partnership opportunities.</p> | <p>VAPA Coordinator and designated arts chairs.</p> | <p>Planning time.</p> | <p>Arts Leads/Chairs meet every other month to implement key aspects of the plan, such as considering curriculum, planning professional development, building community partnerships and sharing communications for events and opportunities.</p> |

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| 2-3 5th Grade Band, Choir, Strings | Implement 5th grade band / choir / strings for all students by credentialed music teachers | Determine staffing for band / choir / strings for 5th | Teachers reporting to VAPA Coordinator | Salaries for educators | 5th graders are able to choose, and will receive music instruction in the selected music track of band or choir or strings. |
| 2-3 3-4 General Music | Offer general music at 3rd and 4th grade students by credentialed music teachers | Determine staffing needs and hire teachers to support program | VAPA Coordinator/HR | Funding for new positions plus benefits | New credentialed music teachers employed and evaluated by the district. |
| 2-3 K-12 Expand Arts Staff | Consider hiring additional credentialed arts teachers | Annually, evaluate need and move to support additional credentialed teachers over time. | VAPA Coordinator, District Leadership, Instructional Services, HR | Planning time | Over time, more credentialed arts teachers are added to staff to expand equitable access to the arts for all students. |
| 2-3 K-12 Collegiate Outreach & Instruction | Consider bringing on university level students/interns to support arts programs | Recruit, connect with universities. Develop intern relationships with CVUSD graduates and local university students. Students to support sectional music instruction/visual arts or other | VAPA Coordinator, HR | Communications and Outreach. Program development and supervision | University students or interns support the arts in CVUSD. |

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| | | student teaching/internship opportunities | | | |
| 2-3 Arts Staff as Resource | Identify additional arts resources among existing staff | Poll staff and create profiles to celebrate the unknown artistic lives of teachers, counselors, administrators and classified staff | VAPA Coordinator | Planning and implementation time | Highlight and celebrate the artistic pursuits and talents of current staff at CVUSD. |
| 1-3 ongoing K-12 Share staffing resources | Share staffing resources at multiple levels- elementary to secondary | Support articulation and relationships to expand understanding to support the pipeline and provide more opportunities for students. | VAPA Coordinator | Planning and communicating to sites/teachers for increased opportunity | Staffing leverages opportunities for students to develop awareness and interest. |
| 1-3 VAPA Coordinator | Fund VAPA Coordinator long-term | VAPA Coordinator to become a permanent position funded by the district | Instructional Services | Funding for position | VAPA Coordinator coordinates all arts education programs and attracts multi-year funding sources to sustain programs over time |

Goal 2.2:
Ensure all students at all school sites have equal access to consistent, standards-based quality arts instruction.

| Phase | Strategies | Actions | Person/Group Responsible | Budget Needs | Measurable Outcome |
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| <p>1-2 K-5 Space for Arts Ed</p> | <p>Secure dedicated spaces for the arts at each school site.</p> | <p>Identify up to 1-2 "Arts" rooms on each campus (may be shared space), based on best practice models.</p> <p>Outline needs for equipment, (such as projectors), furniture, (such as stackable stools) supplies and materials for each room.</p> <p>Secure proper storage and ensure proper maintenance.</p> | <p>Principal and school site staff including facilities. VAPA Coordinator and designated arts teachers.</p> | <p>Develop a budget to furnish and supply dedicated spaces.</p> | <p>Additional space for the arts is developed over time with proper equipment, supplies, furnishings and maintenance in place.</p> |

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| <p>2 K-5 Maker Spaces</p> | <p>Explore use of maker spaces on school sites</p> | <p>Look at the possibility of using "maker spaces" for a combined "Arts and Innovation" Lab mixed use to uplift STEAM, arts and technology for students.</p> | <p>VAPA Coordinator, STEAM Coordinator, Principals and other district staff including facilities</p> | <p>Develop budget to add more arts to maker spaces</p> | <p>Additional arts are integrated into maker spaces in terms of digital technology, graphic design, visual arts and media arts.</p> |
| <p>1-2 K-12 Musical Instruments & Maintenance</p> | <p>Place key priority on Musical Instruments, Equipment and Supplies to support expanded music program at elementary</p> | <p>Build out necessary storage, furniture and musical instruments</p> <p>Inventory what musical instruments and equipment is already at elementary schools</p> <p>Build out inventory of: Percussion Instruments (rhythm sticks, boomwhackers, shakers, octave xylophones, remo drums)</p> <p>Provide a bluetooth speaker and district laptop for music teachers.</p> | <p>VAPA Coordinator, Music Teachers, Principals, Instructional Services</p> | <p>Designate maintenance funds at the district-wide or school site music level to provide a budget allocation for instruments, instrument repair, equipment and supplies.</p> | <p>K-12th grade students will have access to music, regardless of their ability to pay for true equity. Music program will be supported with proper instruments, equipment, maintenance and supplies.</p> |

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| | | <p>Consider items for students to create personal instruments</p> <p>Explore rotation of curriculum materials and instruments</p> | | | |
| <p>1-2</p> <p>6-12 Instrument Maintenance Funds</p> | <p>Prioritize repair and replacement to ensure working musical instruments and equipment at the secondary level</p> | <p>Take inventory to assess repair and replacement needs</p> | <p>VAPA Coordinator to support the inventory and identification of needs by the arts teachers</p> <p>Explore paying or provide time (e.g. pupil free day) for teachers to take inventory and check instruments and equipment for repair.</p> | <p>Designate maintenance funds at the district-wide or school site music level to provide a budget allocation for instruments, instrument repair, equipment and supplies.</p> | <p>All secondary students have access to quality, working instruments / equipment</p> |
| <p>1-3</p> <p>6-12 Protect Arts Classes</p> | <p>Protect existing classes/sections to provide students equity, opportunity and consistency.</p> | <p>Evaluate current arts offering and notes enrollment trends.</p> <p>Boost pipeline programs.</p> | <p>VAPA Coordinator, District Leadership, Instructional Services, HR</p> | <p>Planning time</p> | <p>Existing classes and sections gain strength over time due to strategic and intentional pipeline development and articulation of arts programs K-12th.</p> |

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| <p>2-3 K-5 Arts Access Equity</p> | <p>Establish a baseline of what students will have access to in the arts at each school site</p> | <p>Explore what it would like to have protected or designated time for the arts at elementary sites.</p> <p>Establish a customized site baseline in the arts responsive to the needs.</p> | <p>VAPA Coordinator, Principals</p> | <p>Planning time</p> | <p>Arts are offered at the elementary level at every site, ensuring a baseline of access and opportunity.</p> |
| <p>1-3 6-12 Master Schedule Arts Access</p> | <p>Integrate VAPA programs into regular instruction/master schedule</p> | <p>Meet with principals and site leaders to determine possibilities for master schedule adjustment</p> <p>Include in middle school "wheels" or focus elective options more on arts</p> <p>Reduce class conflicts that may limit student participation.</p> | <p>VAPA Coordinator, Principals</p> | <p>Planning time</p> | <p>All schools work toward integration, dedicated arts instruction and time in the master schedule that allow all students to access the arts.</p> |

**Strategic Direction #3:
Expanding and Deepening Community Connections & Communications**

| Goal 3.1: Utilize all available community partnerships & stakeholders. | | | | | |
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| Phase | Strategies | Actions | Person/Group Responsible | Budget Needs | Measurable Outcome |
| 1 K-12 Connect CVUSD Arts & Community | Identify and create relationships with different arts organizations in the community | Learn about what different arts organizations can offer to the community and CVUSD Establish ways in which various organizations in different arts fields can support what CVUSD is doing | VAPA Coordinator, Arts Leads, Community Arts Leaders | Arts PLC time | Intentional relationships are developed between school sites/ and or grade levels at the district to create a system of partner engagement and opportunity through meetings or other engagement |
| 1-2 K-12 Transportation Funding | Determine transportation resources and needs to access community arts partner opportunities | Locate sustainable funding for transportation for specific grade levels and community arts partners | VAPA Coordinator, Arts Leads, Community Arts Leaders | Transportation budget developed | Reliable and sustainable transportation is built into an annual plan with predictability for schools and partners. |

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| <p>1 K-12 Community Connections</p> | <p>Deepen relationship with the Bank of America Performing Arts Center</p> | <p>Invite the educators to State of the Performing Arts at BAPAC</p> | <p>BAPAC and TOArts leadership</p> | <p>N/A</p> | <p>Educators are better informed about resources and opportunities at BAPAC</p> |
| <p>1 K-5 Focus on the Arts Lead by Secondary</p> | <p>Invite elementary students to attend arts exhibits and performances at the secondary schools to provide inspiration and build the arts pipeline.</p> | <p>Note feeder patterns from elementary to secondary schools.</p> <p>Coordinate opportunities and communicate those MS/HS performance opportunities to the elementary arts leads, principals and teachers in those feeder patterns.</p> <p>Determine availability of performances or dress rehearsals for elementary students to attend.</p> <p>Coordinate transportation as needed.</p> <p>Prepare students for what they will see and then do</p> | <p>VAPA Coordinator, Site administrators, Secondary Arts Teachers, Elementary Teachers</p> | <p>Transportation may be a cost</p> | <p>Elementary students are invited to see performances or exhibits at the secondary level and gain a clearer understanding as to what to expect in secondary arts education in the district.</p> |

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| | | follow-up reflections through discussion or writing to gauge impact. | | | |
| 1 K-12 Community Arts Resource Library | Create a directory or resource list of community arts providers with their capacity and offerings in arts education | Survey the community partners - arts organizations and higher education partners (*See below for list of community providers) | VAPA Coordinator, Arts Leads, Community Arts Leaders, Arts & Culture Roundtable and leadership of BAPAC | Planning time | An asset map, directory or resource list is made available to increase understanding of what is available to CVUSD schools. |
| 1-3 K-12 Arts Field Trips | Develop a system to coordinate field trips to local visual and performing arts organizations/museums, etc. | Consider selected field trips per grade level to visit museums or to see a show per year. Consider pre and post performance /exhibit curriculum or study guides for classrooms. Consider amplifying the impact of special "History" or culturally specific curriculum throughout the year | VAPA Coordinator, Arts Leads and leadership of arts organizations | Transportation may be a cost | A system is in place so that the CVUSD teachers and the arts partners maximize the attendance and benefit of the field trips. Students have a relevant experience tied to curriculum |
| 1-3 K-12 | Develop a schedule and predictable programming to | Bring in industry professionals from visual and | VAPA Coordinator/Community Partners/Arts | | Each year, community partners will |

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| <p>Arts Careers & Professionals</p> | <p>highlight professional/career pathways in the arts</p> | <p>performing arts to do workshops Consider pre and post visit curriculum to deepen learning and assess student engagement</p> <p>Examples include technical theatre, stage managing, visual arts careers and behind the scenes careers for the entertainment industry</p> | <p>Teachers/CTE Teachers</p> | | <p>coordinate opportunities with the district to bring in professionals to expand student understanding of career pathways.</p> |
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**Goal 3.2:
Communicate and advocate to all stakeholders what Arts Education is in CVUSD**

| Phase | Strategies | Actions | Person/Group Responsible | Budget Needs | Measurable Outcome |
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| <p>1-3 K-12 Central Calendar & Communications Hub</p> | <p>Develop a communications plan to provide timely updates around the arts for students, parents, teachers and administrators district-wide.</p> | <p>Create timelines and best platforms to communicate with parents and students on arts education opportunities.</p> <p>Create a Shared Arts Calendar and a mechanism for arts leads to populate and update the calendar</p> | <p>VAPA Coordinator, Public Information Officer, Arts Leads, Student arts leads/ambassadors</p> | <p>tbd</p> | <p>A plan for Communications in the Arts is created.</p> <p>A Shared District-Wide Arts Calendar is created, updated</p> |



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| | | <p>Consider having the arts calendar on the website.</p> <p>Consider having students write "mini-reviews" or reports of the student performances and upload photos.</p> <p>As part of the communications plan, map out social media posts and have designated people to post content.</p> <p>Provide an annual state of the arts update for Board or for Leadership. Distribute broadly for families/ community.</p> <p>Consider creating an infographic showing the growth of engagement with students in the arts</p> | | | <p>in a timely manner and shared broadly.</p> <p>Students participate in communications where that is appropriate to tell the story and show the story.</p> |
| <p>1-3 ongoing</p> <p>K-12</p> <p>Monthly Arts Snapshot</p> | <p>Design and develop: Monthly Arts Snapshot</p> | <p>Provide a monthly umbrella communication to all schools and communities about what's going on in the schools around the arts.</p> | <p>VAPA Coordinator, Communications Coordinator, Arts Leads, Student arts leads/ambassadors, Secondary Arts Teachers</p> | <p>Staff time</p> | <p>Each month, the Arts Snapshot is made available and communicated to schools, students, families, and community</p> |
| <p>1-3</p> <p>K-12</p> | <p>Design and develop CVUSD VAPA website</p> | <p>Determine scope and content for website through review of best practices</p> | <p>VAPA Coordinator Arts Leads, consider student</p> | <p>Website hosting/ time to update and maintain</p> | <p>CVUSD VAPA website increases awareness,</p> |

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| CVUSD VAPA Website | | <p>Develop a way for arts leads to contribute content</p> <p>Promote cross communication about the arts among high schools, middle schools and elementary schools</p> | input to VAPA website | | <p>interest and engagement.</p> <p>Traffic can be measured on an annual basis to see which pages get the highest response.</p> |
| <p>2-3</p> <p>6-12 Student Arts Advocacy Videos</p> | Promote and amplify student voice to communicate value and benefits of the arts through Video production. | <p>Incorporate video production classes and teachers, and develop curriculum to explore PSA for VAPA.</p> <p>Explore Conejo TV for community-wide impact.</p> | Teaching Staff/VAPA Coordinator | Costs tbd | Student created PSAs bring personal storytelling to the communications plan for high impact. Students tell the story of how being in the arts shaped their point of view/lives/career /life long learning |
| <p>1-3</p> <p>K-12 Visual Arts Visibility</p> | Increase visibility of visual arts created by students | <p>Explore opportunities for Artwork displays in public places</p> <p>Include student-written artist statements with the art work.</p> <p>Consider Library Gallery as a possible venue.</p> | VAPA Coordinator/Arts Leads, | Costs to manage digital library and digital portfolios for students for rotating displays | The public / community becomes more aware of the value and excellence of arts within the CVUSD. |
| <p>1-3</p> <p>K-12</p> | Develop a channel of communication with local media | Communicate purposefully with staff local media sources regarding what's coming to | VAPA Coordinator, Public Information Officer, Arts Leads, | Staff time | A regular presence is established in the |

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| Local Media Sources | sources. | CVUSD | etc. | | local media to highlight arts at CVUSD. |
| 2-3 K-12 Multi-Lingual & Special Group Communications | Develop specific ways to communicate with groups that may need additional support, translation or other enhanced communication methods. | Meet with SEDAC, DAC, DELAC, & other parent committees Consider offering arts information in more than one language. | VAPA Coordinator, Arts leads, Arts, educators, parents and students, | Staff time | Better lines of communication are established with populations that need additional supports. Inclusive learner supports are provided and celebrated. |
| 1-3 K-12 BOE Meeting Arts Showcase | Engage the School Board | Provide an arts spotlight at selected board meetings with either a pre-recorded or live student performance or exhibit to highlight growth in the arts | VAPA Coordinator/ Public Information Officer/ Social Media Director/ Communications | Staff Time | School Board becomes even more aware of the excellence of arts in CVUSD |
| 2-3 K-12 Arts Engagement in Community | Engage families and community | Market/Communicate/ Promote importance of arts learning to students and parents Open House could include more intentionally all the arts programs that each school has to offer. | VAPA Coordinator/ Public Information Officer/ Social Media Director/ Communications | Staff Time | Families and Community see the arts as valuable in their own right AND as a value of the district to develop students that are creative, innovative and prepared for the challenges of the future. |

**Strategic Direction #4:
Providing Sustainability for Arts Education through Policies and Funding**

| Goal 4.1: Commit to Arts Education in plans and policies in CVUSD that are inclusive of all students and are designed to protect and extend equity in perpetuity | | | | | |
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| Phase | Strategies | Actions | Person/Group Responsible | Budget Needs | Measurable Outcome |
| 1 K-12 BOE Arts Policy Declaration of Student's rights. | Review and update current CVUSD Board Policy, BP6142.6 for Visual and Performing Arts Education, to reflect the CA Standards for Arts Education (2020), the CA Arts Frameworks (2019), and guiding principles outlined in the CVUSD Strategic Arts Plan, 2020-2027. | Bring proposed Board Policy updates and edits to the CVUSD School Board with appropriate protocols from district leadership for review. Include the Declaration of the Rights of All Students to Equity in Arts Learning from CREATE CA in the plan. Explore language that the policies are meant to ensure equity in perpetuity and are not meant to change with administrations/leadership. | VAPA Coordinator and District leadership | Planning time | Arts Education Policy edits are adopted by the Board. The Declaration is part of the overall plan. |



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| | | Explore language in Arts Ed Policy edits that ensures equitable access for our special populations (EL, SWD, etc) | | | |
| 1 BOE Presentation | Present the Strategic Arts Plan and VAPA updates to the School Board. | Communicate the date of the School Board meeting to invite arts supporters in the district and community to attend. | VAPA Coordinator and District Leadership | | Arts Education Policy or presented and adopted by the School Board Policy or declaration can be made available for download from the CVUSD VAPA Web pages. |

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| Goal 4.2: Plan for and designate funds to Arts Education at all grade spans. | | | | | |
| 1 K-12 Arts in SPSA plans | Include arts education in school site plans | Develop specific ideas of what could be funded in the arts through the SPSAs. Encourage clarification and transparency around school site | VAPA Coordinator to advise along with Principals/ Site Councils Site and District Admin, Individual Subject Matter Teachers, PIO | Review SPSA plans for budget | Arts programming and opportunity exist at every school site |

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| | | <p>funds.</p> <p>Educate all stakeholders on SPSA plans and funding</p> | | | |
| <p>1</p> <p>K-12 Arts funding in LCAP</p> | <p>Include arts education in the district-wide LCAP</p> | <p>Develop specific ideas of what could be funded in the arts through the LCAP based on best practices</p> | <p>VAPA Coordinator to meet with LCAP leadership in the district, and work with community/family members for input.</p> | <p>Planning and Review time: Review LCAP and see what is already funded. Review other district LCAPs for best practices.</p> | <p>Designated arts funding is included in the district Local Control Accountability Plan, especially as it applies to increasing access for students with special needs, English Learners and under-resourced students.</p> <p>Arts are included in SPSAs</p> |
| <p>1-3</p> <p>Fund arts classes for K-12 pipeline</p> | <p>Develop and fund pipeline for music program from elementary to secondary level</p> | <p>Explore underlying causes of declining enrollment in music sections at the secondary level.</p> <p>Work with school sites to support master schedules and maintain arts sections if there is lower enrollment in</p> | <p>Instructional Services, VAPA Coordinator, Music Educators</p> | <p>Secondary funding to be restored or expanded beyond pre-Covid levels where possible.</p> | <p>The diversity of offerings continues including various levels for beginning, intermediate and advanced students within music.</p> |

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| | | arts classes. | | | |
| 1-2 K-12 Equitable Arts Instruction | Ensure equitable instruction across multiple school sites | Provide funding for instrumental specialists that assist middle and high school music programs (currently parent funded) | VAPA Coordinator with district leadership support | Funding for secondary instrumental music specialists. | As a result, under-resourced students receive the same small group specialized instrument instruction as those schools/families with more resources. |
| 1-3 K-5 Fund Arts Integration PL | Fund Arts Integration professional learning for elementary teachers | Provide subs and release time for elementary teachers to attend Arts Integration PD with TOArts at the Bank of America Performing Arts Center. | VAPA Coordinator, Elementary Teachers, Teaching Artists | Funding for subs (TOArts funding to underwrite program) | Elementary educators attend 3 professional learning sessions per year. Arts leads write and share integrated lessons. Arts integrated practices are adopted by elementary teachers over time. |
| 1-3 K-12 Strategic Parent Funding and Guidance for Arts. | Leverage parent funds to maximize benefits | Convene an advisory group to meet with parent groups who raise funds to make their impact more strategic and leverage opportunities that district funds provide. | VAPA Coordinator with advisory group | Make recommendations to strategically leverage parent funds for maximum impact and benefit while retaining parent choice and voice. | Parent funding will supplement district funds and provide critical resources where the district needs them the most. |

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| <p>1-3 K-12 Local & Regional Grants</p> | <p>Leverage grant funding through arts nonprofits to maximize benefits</p> | <p>Convene an advisory group to meet with community arts partners who receive grant funds to support arts in the schools to make their impact more strategic and leverage opportunities that district funds provide.</p> | <p>VAPA Coordinator with advisory group, Arts Leads</p> | <p>Direct funds strategically.</p> | <p>Community Arts Partner funding will supplement rather than supplant district funds and provide critical resources where the district needs them the most.</p> |
| <p>3 K-12 Bonds for the Arts</p> | <p>Explore the possibility and writing of a Bond Measure to support the arts</p> | <p>Conduct research to determine feasibility of the Bond Measure</p> | <p>VAPA Coordinator with advisory group</p> | <p>Look at what a bond might provide to the district in terms of arts</p> | <p>Bond Measure funding provides a steady support to the arts over time</p> |



Special Thanks!

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Our Community Partners

Community Partners may include, but not be limited to TOArts, Conejo Schools Foundation, El Sistema, Arts Council of CV, Ventura County Arts Council, ArtTrek, Conejo Recreation & Parks Department, Pacific Festival Ballet, 5 Star Theatricals, Conejo Players, TO Phil, Conejo Valley Youth Orchestra, City of Thousand Oaks, CMATO, Conejo Chinese Cultural Association, India Friends Association, Arts and Culture Roundtable, LA Symphonic Winds, Gold Coast Wind Ensemble, Westlake Village Symphony, Friends of the Library, Gardens of the World, Conejo Chamber of Commerce Taste of Conejo, Conejo Schools Foundation. Visit Conejo to showcase our excellent student musicians, Westlake Street Festival, Thousand Oaks Rotary Street Fair, Senior Concerns and Goebel Adult Center, CSUCI, CLU, Community College District

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