



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 12.1d

Meeting Date: February 1, 2024

Subject: Adoption of District Arts Plan

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Curriculum and Instruction/Culture and Climate and SEL/Visual and Performing Arts

Recommendation: It is the recommendation that the Board vote to adopt this 5-year Strategic Arts Plan for the district.

Background/Rationale: This District Arts Plan was created by a group of 10 VAPA teachers (District Arts Team) from Jan 2022 - June 2023 meeting monthly with input from a Community Arts Team (CAT) that met quarterly to review the work of the DAT. Both groups were facilitated by the District VAPA Coordinator. This plan details how, over the course of the next 5 years, arts instruction can be implemented across the district to ensure that every child has access to quality arts instruction during the school day.

Financial Considerations: The full scope of the financial implications over the next 5 years is unknown but a funding plan will be presented at a later date.

LCAP Goal(s): This Arts Plan and accompanying Prop 28 Budget adhere closely to SCUSD's Core Value and Guiding principle. The goal of this arts plan is to "level the playing field" and ensure that EVERY child in SCUSD has access to high quality art instruction at any school they attend and to prepare students for potential careers in the California Creative Economy. This District Arts Plan has elements that will positively address every single goal in the LCAP. If implemented with fidelity, students throughout the district will receive culturally responsive arts instruction to help them learn to express themselves creatively through the mediums of art, music, dance, theater, and

media arts. Arts instruction incorporates every other academic discipline while also helping to positively effect student mental health, social emotional learning, and contributes positively to school culture.

Documents Attached:

1. District Arts Plan Draft

Estimated Time of Presentation: N/A

Submitted by: Yvonne Wright, Chief Academic Officer and CJ
DeAngelus, VAPA Coordinator

Approved by: Lisa Allen, Interim Superintendent

Sacramento City Unified School District

Visual and Performing Arts Master Plan
(DRAFT)
2024-2029



SCUSD Visual and Performing Arts Master Plan DRAFT 2024-2029

Message from the Superintendent

It is my honor and privilege to present the Sacramento City Unified School District Visual and Performing Arts Master Plan 2023-2028.

The last few years have been a challenging time in education in our community for students, parents, and teachers alike. During this time, the arts has helped our students greatly with self-expression and social emotional learning, however, the isolation of COVID-19 put a heavy strain on arts programs in our district.

Upon returning to in-person instruction, our dedicated District Arts Team began the process of examining the state of arts education throughout our district and began to formulate a plan for how to expand and grow arts instruction to benefit ALL students in SCUSD, regardless of what school they attend. During this process, the voters of California overwhelmingly passed Proposition 28, which will contribute millions of dollars for arts and music education programs throughout the state. As our team moved forward in the arts planning process it became clear that with this new funding, our Strategic Arts Plan would become a reality even sooner than anticipated.

I am extremely proud of the hardworking team of Visual and Performing Arts teachers that have put countless hours into the creation of this Strategic Arts Plan as well as each of the community stakeholders that participated in this process. Each person involved in this plan represents unique and equal perspectives from all corners of our community and came together to ensure that all of our students will receive high-quality, comprehensive, sequential arts education that aligns with the California Arts Standards and Visual and Performing Arts Framework. This document will guide our district in providing arts education for all students in the district over the next five years and beyond.

I would like to especially thank C.J. DeAngelus, our Visual and Performing Arts Coordinator, Peggy Burt, our Strategic Arts Planning Consultant, and the Sacramento County Office of Education for awarding our district a Strategic Arts Planning Grant.

Arts education is indeed the key to cultivating creative, well-rounded, empathetic, and resilient students as well as developing cultural literacy and creating global citizens. I look forward to seeing this comprehensive plan provide our students with the tools and skills they need to become lifelong learners and creators of art and music, as well as preparing them for college and careers in the California Creative Economy.

Congratulations and many thanks to everyone that contributed to this, the first Sacramento City Unified School District Visual and Performing Arts Master Plan.

Lisa Allen
Interim Superintendent of the Sacramento City Unified School District

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SCUSD CORE Value

We recognize that our system is inequitable by design and we vigilantly work to confront and interrupt inequities that exist to level the playing field and provide opportunities for everyone to learn, grow, and reach their greatness.

Equity, Access, and Social Justice Guiding Principle

All students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.



Lisa Allen, Interim Superintendent

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Board of Education Trustee, Area 7



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Board of Education Trustee, Area 3



Jasjit Singh
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Board of Education Trustee, Area 2



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Board of Education Trustee, Area 4



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Board of Education Trustee, Area 5



Taylor Kayatta
Board of Education Trustee, Area 6



Tara Jeane
Board of Education Trustee, Area 1



Liliana "Gracie" Miller Segura
Student Board Member

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District and Community Arts Teams

District Arts Team (DAT)

| | |
|---|--|
| C.J. DeAngelus, Jr. | SCUSD Visual and Performing Arts Coordinator |
| Jeris Baker - Visual Art | C.K. McClatchy High School |
| Lenore Devereux - Visual Art | C.K. McClatchy High School |
| Tylen Einweck - Theater | C.K. McClatchy High School |
| Mollie Morrison (Chair) - Visual Art | C.K. McClatchy High School |
| Jennifer Nakayama - Music | Fern Bacon Middle School/Leonardo Di Vinci K-8 |
| Marie Rodriguez - Visual Art | Hiram Johnson High School |
| Bryan Stroh - Music | John F . Kennedy High School |
| Sandra Whitehead - Visual Art | Kit Carson/West Campus High School |
| Danielle Yeti - Music | A.M. Winn K-8 |

Past Members and Contributors

| | |
|--|-------------------------------|
| John Doolittle - Visual Art | Luther Burbank High School |
| Jorge Munoz - Music | C.K. McClatchy High School |
| Joel Smith - Visual Arts | Luther Burbank High School |
| Eva Zunkeler - Visual Arts/SPED | Nicholas Elementary |
| Gary Coartney | Former SCUSD VAPA Coordinator |

Community Arts Team (CAT)

| | | |
|-----------------------|-------------------------|--------------------|
| Emili Danz | Andrea Egan | Lisa Vasquez |
| Megan Wygant | Jasmin Martinez | Heather Hogan |
| Jackie White | Lisa Murawski | Hulita Saafi |
| Allison Cagley | Robin Fisher | Sarah Soto-Taylor |
| Melissa Cirone | Sabrina Garcia | Becky Wiegand |
| Allison Frenzel | Andrew Kehoe | Treci Gorin |
| Timothy Stanley | Maya Renee Wallace | Tatiana Gonzalez |
| Michele Hillen-Noufer | Patrick Reilly | Kimberly Pebbles |
| Steven Fong | Sara Gorrell | Ezra Lipp |
| Cristin Tahara | Lisa Dillon | Arryella Navarrete |
| Charla Lawson | Stacie Frerichs | Stephanie Herzog |
| Angelia Jones | Melissa Kelman | Kaila Velasquez |
| Karen Bridges | SkyDawn Moccasin-Flower | Helena Gonzalez |

Special Thanks to Peggy Burt - Strategic Arts Planning Consultant

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2024-2029**

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CK McClatchy orchestra students perform during their Arts Immersion Event

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I. Executive Summary

The Sacramento City Unified School District's District and Community Arts Teams believe that the Visual and Performing Arts are an essential part of a 21st Century education. As a result, we proudly present this Visual and Performing Arts Master Plan to the district in order to make standards-based arts education equitable and sustainable for all schools in SCUSD. This VAPA plan will help to guide the district to increase staffing and training in the arts to deliver high-quality arts education to our students that will allow them to not only excel in the arts, but to use the skills that they are taught in all aspects of their lives.

Putting the Team Together: A Narrative

In February of 2022, a group of dedicated educators and artists in the Sacramento City Unified School District assembled to start work on a Strategic Arts Plan that would bring visual art, music, dance, theater, and media arts to all students throughout the district. This group brought to the table a wide variety of experiences, some had taught for decades and others had started their career during the COVID pandemic. Each of these talented and dedicated educators had one unifying vision: to make sure that every student in SCUSD had access to arts classes during the school day, no matter what school they attended.

That following May, a diverse team of district and community members was brought together as the Community Arts Team (CAT). Some members were directly involved in the Sacramento creative economy and others simply had a deep appreciation. This group consisted of parents, teachers, administrators, business leaders, non-profit organizations, and school board members. Both of these groups met regularly to provide input as to what arts education should look like in SCUSD and how we could build our visual and performing arts programs over the next five years to ensure that every student in the district was provided with a comprehensive arts education.

Over the course of the months that followed, these teams met regularly to discuss what high-quality instruction in the arts looked like in our district and how best to implement comprehensive arts education policies in order to unlock the creativity and potential within the students of Sacramento. This plan is the culmination of those months of work; a living document to guide the district in creating a robust visual and performing arts curriculum to ensure that our students are lifelong learners in the arts and to help prepare those that choose a career in the arts to become professional artists and musicians after graduation or continue their education at the post-secondary level.

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The SCUSD District and Community Arts Team members agreed to collaborate with the following elements in mind:

Content

- Sequential Standards-Based Curriculum (Integrated & Discrete)
- Instruction & Methodology
- Student Assessment
- Professional Development/Learning
- Frequency/Consistency of Delivery
- Equity of Arts Instruction

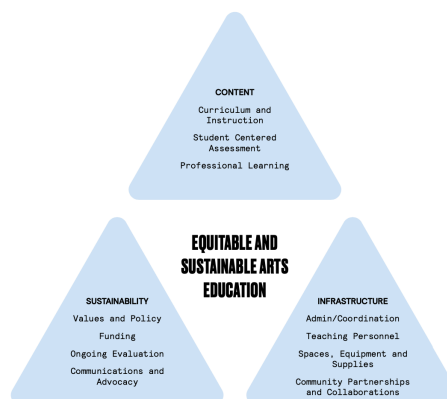
Infrastructure

- Facilities & Equipment
- Partnerships & Collaboration
- Program Administration & Personnel

Sustainability

- Leadership
- Communication
- Student Voice/Input - Student Centered Learning
- School Board Advocacy
- School/District/State Policy
- Adequate Funding
- Community Support/Engagement/Collaboration (Family, Parent, Civic, Non-profit, Trustees)

KEY COMPONENTS OF EQUITABLE AND SUSTAINABLE ARTS EDUCATION



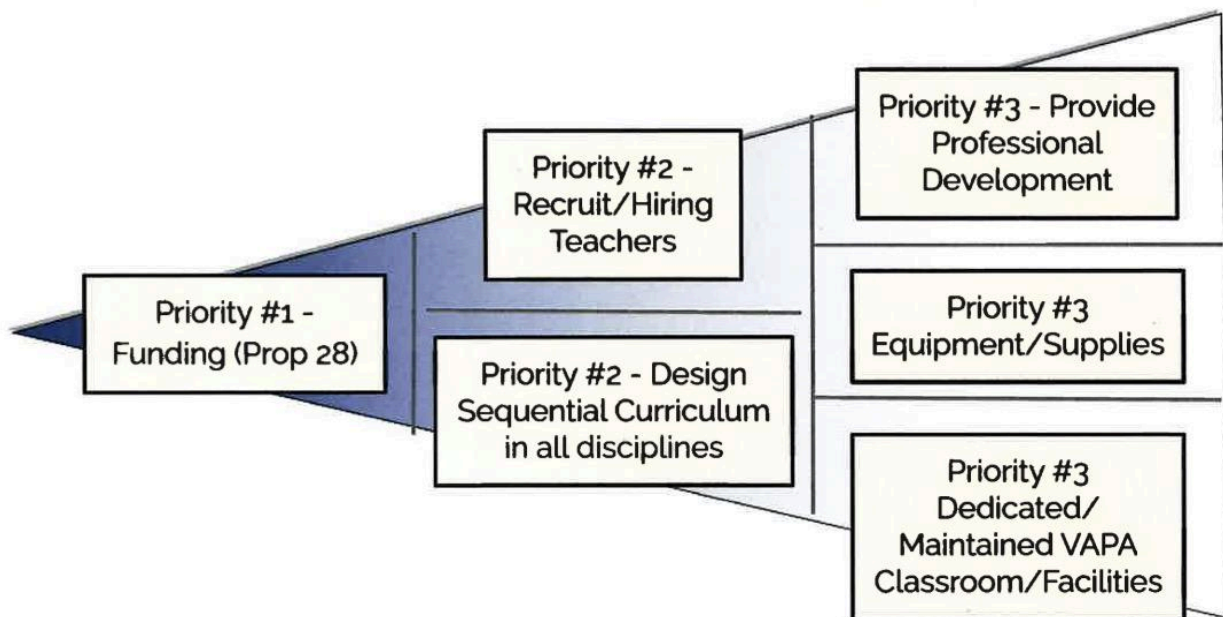
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The SCUSD Visual and Performing Arts Strategic Plan is aligned to the model described in the *Strategic Arts Education Planning Guide: Expanding Access to the Arts in Schools and Communities* published by the Create CA and the LA County Department of Arts & Culture Arts Ed Collective. This state-wide method is considered a best practice and has been utilized by a large number of districts and counties who have created Strategic Arts Education Plans in this manner.

The Strategic Arts Planning Process Included:

- An assessment of the current arts programs and practices in the district.
- The establishment of an updated SCUSD District Arts Education Policy that would give direction to the Strategic Arts Plan.
- Identification of a practical vision for the arts for the next five years.
- Writing the action plan to articulate strategic goals, strategies, and a timeline for implementation
- The articulation of priorities and creation of a Strategic Priority Wedge to illustrate the desired primary, secondary, and tertiary priorities of the plan (pictured below)

Strategic Priority Wedge



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II. Mission Statement and Vision

Our first steps as a team were to develop a cohesive mission statement and vision that would guide the team through the strategic arts planning process. Through a series of conversations and exercises the District Arts Team (DAT) crafted the following guiding statements:

Statement of Purpose

The SCUSD Visual and Performing Arts Master Plan illuminates how Arts education is key to cultivating creative, well-rounded, empathetic, and resilient students.

Mission Statement

Every SCUSD student in TK-12 will be provided a high-quality, standards-based, comprehensive, sequential arts education during the school day taught by qualified, credentialed, and trained teachers at any school that they attend.



C.K. McClatchy students in The Pajama Game

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SCUSD District Arts Team Statement of Values

The SCUSD District Arts Team strives to create an environment for our students where ALL students have access to high-quality instruction in the arts from TK-12th grade. We will know that we have achieved our goals when we see:

- Engaged students who have been empowered to contribute, experiment, and collaborate with the goal of artistic expression.
- Students demonstrating their understanding of techniques through critique, reflection, and creative projects or outcomes.
- Prepared students creating/producing relevant and culturally diverse artifacts that are directly related to the California Arts Standards, using key vocabulary and a wide range of materials and skills, both individually and collaboratively.
- A school system that supports and guides students' development as whole people, including artistic expression through various mediums.
- Students, teachers, and administrators creating opportunities for the community to engage with various forms of artistic expression.
- Every student receiving necessary supplies and appropriate facilities to support arts learning. These include safe and functioning, up-to-date technology, studio equipment, and adequate consumable materials.

"I might not be in high school if it was not for this program. I come (to school) for this program and everything else. I go through my whole day looking forward to music class."

- Kathryn Taytroe, CKM VAPA Music class of 2022

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III. Rationale for the Arts Plan:

Defining Our “Why”: The Case for Expanding Arts Education in SCUSD

In 2018, the C.K. McClatchy (CKM) Visual and Performing Arts (VAPA) Department, researched and graphed data obtained by surveying a cross section of students in visual and performing arts classes to determine how prepared they were for secondary art courses based on their exposure and experience in art classes in junior high and elementary school. The data showed that more than half of the CKM student population had two years or less of any art prior to their arrival to high school. Only three percent have had access to a regular art course, provided by the district, in their entire career as students. Social Emotional Learning (SEL), graduation rates, and school climate and culture are all negatively affected by the lack of arts in school. We have an opportunity to make a change at SCUSD.

Looking Through the Lens of a State-wide Perspective

The following information is excerpted from the recently adopted California Arts Framework for Public Schools, Transitional Kindergarten Through Grade Twelve, Chapter 1: Vision and Goals for Standards-Based Arts Education, published by the California Department of Education in November, 2021:

California *Education Code* has recognized that the arts are a core component in every child’s education. California understands that students need arts education throughout their TK–12 schooling to become citizens who communicate powerfully and diversely; create and innovate personally relevant work; connect to culture, history, and society; feel a sense of well-being, and actively participate in their communities. This recognition, which emphasizes the inclusive nature of the arts, stipulates the following:

Education Code Section 51210:

(a) The adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: ... (5) Visual and performing arts, including instruction in the

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subjects of dance, music, theater, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression.

Education Code Section 51220:

The adopted course of study for grades 7 to 12, inclusive, shall offer courses in the following areas of study: ... (g) Visual and performing arts, including dance, music, theater, and visual arts, with emphasis upon development of aesthetic appreciation and the skills of creative expression.

California further stipulates discrete arts learning in high school graduation requirements and “F” requirements for University of California (UC) and California State University (CSU) admission. Discrete arts learning is distinguished as devoted instruction for the purpose of student achievement in the arts standards.

The following information highlights three key areas of concern and opportunity through the arts:

- 1) Social Emotional Development through the Arts
- 2) Cultural Relevance in and through the Arts
- 3) College and Career opportunities through the Arts

Social and Emotional Development Through the Arts Disciplines

Through the artistic processes, creative practices, and social interactions inherent in the arts, students acquire and are able to apply the knowledge and skills necessary to establish and maintain positive relationships with others, set and achieve goals, practice empathy for others, recognize and effectively express emotions, and make responsible decisions, all of which are the tenets of social and emotional learning (Durlak et al. 2011). ‘Social and Emotional Learning’ is defined as including five core competencies: self-awareness, self-management, social awareness, relationships skills, and responsible decision-making (Dymnicki, Sambolt, and Kidron 2013). As students engage in

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the unique processes and practices of the arts disciplines, they gain awareness, practice, and become competent in these areas.

Community and Cultural Development Through the Arts Disciplines

As students view, make, share, and discuss art works, they discover that the arts do not exist in isolation, but rather through multiple dimensions of time, space, culture, and history. Art-making, in all these dimensions, then influences students' interaction with art and how these interactions can impact their lives (NCCAS 2014). Research shows an increase in social cohesion among students, a greater self-reliance among students, better social adjustment, and more positive attitudes in students through an increase of arts in the curriculum (Hallam 2010).

Through artistic processes, students engage in and develop important and corresponding social practices. These social practices are: developing craft, engaging and persisting, envisioning, expressing, observing, reflecting, stretching, and exploring and understanding art worlds (Hetland et al. 2013). In *Why Our Schools Need the Arts*, Davis adds:

The arts provide ways for children to create and communicate their own individual cultures, to experience the differences and similarities among the cultures of family or nationality that are imprinted on different forms of art, and to discover the common features of expression that attest to a human connection contained in and beyond difference (2008).

Preparing Students for Careers

Arts education directly and indirectly prepares all California students for future jobs and careers. The arts develop students' creative and innovative capacities, critical thinking and problem-solving skills, communication skills, and collaboration and cooperation skills, which prepare them for nearly any conceivable job or career. These are skills that many industries demand of the workforce at all levels. Sequential standards-based arts education also, depending on coursework, can prepare students to continue in university and arts school studies or even to enter the creative workforce immediately.

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The SCUSD District and Community Arts Teams believe that all students have the following rights:

Declaration of the Rights for 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.
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 and to success in powerful and coherent arts learning in PreK-12th grades.
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 Emergent Bilingual students, students of color, foster youth, homeless youth, students in poverty, migrant students, and special needs students.
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 support staff, adequate materials, and appropriate facilities to support powerful culturally and linguistically responsive arts learning.
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
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.

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IV. SCUSD School Board Policy on the Visual and Performing Arts

As part of the Strategic Arts Planning process, the DAT/CAT team recommended that the SCUSD Governing Board update its policy on the Visual and Performing Arts. After several brainstorming sessions, the new SCUSD Board Policy was adopted on Feb 16th, 2023:

The Governing Board of the Sacramento City Unified School District believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels during the school day. The District's arts education program should be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to students' personal, social emotional, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.

California Education Code 51210 states that “the adopted course of study for grades 1 to 6, inclusive, shall include instruction, beginning in grade 1 and continuing through grade 6, in the following areas of study: visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression”

In order to ensure compliance with the CA Educational Code, the Superintendent or designee shall develop a detailed and budgeted visual and performing arts implementation plan, which will include strategic goals, strategies, and procedures to implement Board policy.

As part of this plan the District shall:

- *Adopt rigorous TK-12 academic standards for dance, media arts, music, theater, and visual arts that lead to artistic literacy, promote access and equity in the arts, and create supportive environments and structures for all students to learn. District standards shall describe the skills, knowledge, and abilities that students are expected to possess at each grade level and shall meet or exceed state standards. These academic standards should be in alignment with the SCUSD core value and create an academic framework that supports arts educators in creating content that is culturally responsive, supports students' social emotional needs, and is inclusive of the culture or cultures of the students that are being taught.*
- *Develop a TK-12 sequential, standards-based curriculum for dance, media arts, music, theater, and visual arts which is consistent with the state curriculum standards and includes the following artistic processes:*

Creating: *Conceiving and developing new artistic ideas and work.*

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Performing/producing/presenting: *Realizing artistic ideas and work through interpretation and presentation.*

Responding: *Understanding and evaluating how the arts convey meaning.*

Connecting: *Relating artistic ideas and work with personal meaning and external content.*

- *Adopt or create standards-based instructional materials and resources, which may include, but are not limited to, equipment, facilities, textbooks, media, and technology that supports student learning in the arts.*
- *Support the position(s) of a qualified arts administrator and/or administration team to provide leadership, vision, planning, and resources for the District to successfully implement a Strategic Arts Plan*
- *Hire qualified and credentialed visual and performing arts teachers at all grade levels*
- *Provide ongoing, relevant professional development for both classroom teachers and arts teachers designed to increase teachers' knowledge of, and ability to teach, the arts as stand-alone subjects and to integrate the arts into every classroom.*
- *Provide opportunities for arts teachers to collaborate at the site level and across the district with teachers in the same arts discipline.*
- *Encourage, but not rely on, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend performances, observe the works of accomplished artists, and work directly with trained artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.*
- *Develop a set of metrics to measure and evaluate the success of the implementation of the Strategic Arts Plan.*

The Superintendent or designee shall regularly evaluate the implementation of the District's arts plan and the arts education program at each grade level, and report to the Board regarding its success in reaching its implementation goals. After the first five years of the initial arts plan, the Superintendent or designee shall evaluate the effectiveness of the plan and provide recommendations for updating the plan every 5-10 years to ensure that the District's Strategic Arts Plan remains in compliance with District and community values.

The Board of Education supports the need to provide adequate funding for TK-12 arts education and in times of budget cutbacks, reductions should be distributed equitably across subject areas, rather than eliminating arts programs.

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My work on this Visual and Performing Arts Master Plan began in 2020, just months before COVID-19 forever altered the way that the world viewed education. Since that time, it has become extremely apparent how much our children and our society depend on the arts, not just for entertainment, but for our mental well-being! After pausing the work on this plan because of the pandemic, in January of 2022 our District Arts Team was expanded to include even more highly qualified and experienced teachers in the areas of music, visual arts, and theater. This new team got to work evaluating arts education in our district and helping to form this strategic plan to expand art and music education to **every** student in SCUSD.

In addition to the mountain of data in support of the academic benefits of arts education, we also know that access to a rich and culturally diverse arts curriculum starting at an early age helps build empathy, tolerance, and respect and is part of a well-rounded education. We know that the arts help teach our students how to express themselves and develops all five of the Social Emotional Learning core competencies: self awareness, self management, social awareness, relationship skills, and responsible decision making. The arts teaches students how to have a growth mindset and that with practice, their skills can improve over time.

California's creative economy generates 2.7 million jobs. Students with a comprehensive arts education are 5 times less likely to drop out of school, 4 times more likely to be recognized for academic achievement, 4 times more likely to receive a bachelor's degree, and 30% more inclined to pursue a professional career. Yet in 2019-2020 only 11% of California schools offered a sequential, standards-based course of study in all four of the arts disciplines. This Master Plan offers a path for SCUSD students to obtain the knowledge and skills that they need to become successful artists, musicians, dancers, or whatever else they dream about being.

It is for these reasons, and many more, that our District and Community Arts Teams have been working tirelessly to develop this plan to give all of our students the education they need to realize their full potential, become lifelong learners of the arts, and in many cases, pursue college and careers long after graduation.

This Visual and Performing Arts Master Plan is just the beginning of the process to bring equity to arts education in SCUSD. While it lays out clear steps that we need to take, it will depend on the support of the entire Sacramento community to ensure that our children are given the opportunities they need to succeed in the arts. Many of the benefits may not become clear for many years, but it is our duty to persevere and show our students how important the arts are for their growth and development.

C.J. DeAngelus, Jr.

SCUSD Visual and Performing Arts Coordinator

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SCUSD Visual and Performing Arts Master Plan Strategic Aims and Goals

The following section outlines the three strategic pillars and the goals/aims/focus for each pillar:

Strategic Pillar #1: Content

Strategic Aim 1.1: Standards-Based Curriculum, Methodology, and Instruction

- Goal 1.1: Provide a high-quality, standards-based Arts curriculum in music, visual arts, dance, theater arts, and media arts (collectively known as VAPA) in TK-12, as well as developing an integrated arts curriculum in TK-6, with assessments to demonstrate student progress.

Strategic Aim 1.2: Student Support and Access to the Arts

- Goal 1.2a: Provide equitable and consistent access to arts opportunities for all students during the school day and through Expanded Learning.
- Goal 1.2b: Provide platforms for students and families to learn about the post-secondary options and possibilities of careers in the creative economy of California.

Strategic Aim 1.3: Professional Preparation, Learning, and Support

- Goal 1.3: Provide arts teachers with high quality and relevant professional development opportunities, time for cross-district collaboration, incentives for advancement, and support for teachers in accessing professional conferences and workshops in their field.

Strategic Pillar #2: Infrastructure

Strategic Aim 2.1: Personnel, Program Administration and Coordination

- Goal 2.1a: Increase arts staffing K-8th grade in dance, music, theater and visual arts, and at high school for CTE courses.
- Goal 2.1b: Utilize expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing.

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Strategic Aim 2.2: Facilities, Equipment, Materials/Supplies

- Goal 2.2: Evaluate needs and provide supplies, equipment, materials, and technology for visual and performing arts instruction.

Strategic Aim 2.3: Enhancing Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement

- Goal 2.3a Develop and expand partnerships with professional and community organizations
- Goal 2.3b: Invite and engage parents and families to actively participate in school site and district arts programs

Strategic Pillar #3: Sustainability

Strategic Aim 3.1: District Leadership

- Goal 3.1a: Maintain and build support for a District VAPA Coordinator to manage programs, implement the Strategic Arts Plan, and ensure district compliance with CA Educational Code
- Goal 3.1b: Develop arts leads at every school site to support arts integration programs and communicate site needs to the district VAPA Coordinator

Strategic Aim 3.2: Communication

- **Goal 3.2a:** Develop strategies and platforms to increase and enhance communication within the district about arts programs and events assuring that District Leaders and School Board Members provide continued support over time
- **Goal 3.2b:** Increase communication with parents/guardians and families about what arts opportunities are available to students throughout the district.

Strategic Aim 3.3: Funding

- **Goal 3.3a:** Establish clear allocation guidelines for Prop 28 and Arts Block Grant funding and develop measures for ensuring accountability throughout the system and reporting to the School Board.
- **Goal 3.3b:** Establish reliable funding sources to support, maintain, and expand the Strategic Arts Plan in perpetuity.

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Strategic Aim 3.4: Program Evaluation

- Goal 3.4a: **Site Program(s) Evaluation** - Develop or utilize tools to assess progress towards individual site goals for arts learning as outlined in the Strategic Arts Plan.
- Goal 3.4b: **Strategic Plan Audit** Develop measures/criteria to evaluate progress in the arts programs and accountability with the strategic arts plan.

Strategic Aim 3.5: Policy and Advocacy for Equity, Access and Social Justice

- Goal 3.5a: Adopt updated Arts Education Policy to ensure that arts instruction is accessible and equitable to all students throughout the district and make publicly available.
- Goal 3.5b: Coordinate with other departments and site leaders to increase understanding of access to the Arts as a social justice issue that addresses social emotional learning (SEL), mental health, and critical thinking skills.



Kindergarten Dance Students perform at Oak Ridge Elementary through a CLARA Residency

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Sacramento City Unified School District 2023-2028 Strategic Arts Plan (Draft Version 1)

Abbreviations

DAT - District Arts Team

CAT - Community Arts Team

TS's - Teaching Specialists (sometimes referred to as "ToSA's" in other districts)

ToSA - Teacher on Special Assignment

PD - Professional Development

PL - Professional Learning

CT - Common Time or Common Planning Time

Terms

Release Time - time during the school day in which teachers are "released" from duty to attend a training or professional learning training. Typically, the district provides substitute teachers for release time.

Stipend - A set amount of money (typically negotiated in the SCTA contract) for extra work performed outside normal school hours.

Per Diem - an hourly payment for extra work performed outside of normal school hours.

Phase 1 - To be completed or initiated in the first or second year of plan implementation

Phase 2 - To be completed or initiated in the third or fourth year of plan implementation

Phase 3 - To be completed or initiated in the fifth year of implementation

SCUSD Visual and Performing Arts Master Plan DRAFT 2024-2029

Sacramento City Unified School District 2023-2028 Strategic Arts Plan (Draft)

Strategic Pillar: Content

Strategic Aim 1.1: Standards-Based Curriculum, Methodology, and Instruction

Goal 1.1: Provide a high-quality, standards-based Arts curriculum in music, visual arts, dance, theater arts, and media arts (collectively known as VAPA) in TK-12, as well as developing an integrated arts curriculum in TK-6, with assessments to demonstrate student progress.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs/Implications | Expected/Measurable Outcomes |
|---------|--|--|---|---|--|
| Phase 1 | Adopt district wide VAPA standards that meet or exceed CA Arts Standards | <p>Work within C&I to learn what steps need to be taken for SCUSD to adopt specific content standards for VAPA.</p> <p>Create a VAPA curriculum team to create/submit VAPA standard recommendations to the Board.</p> <p>Train or provide PL for DAT to learn information about the CA VAPA Content Standards/Framework.</p> <p>Schedule regular meetings across content areas to discuss the adoption of content standards in</p> | <p>Arts Coordinator</p> <p>VAPA TS's</p> <p>Other C&I Directors</p> <p>School Board</p> | <p>Potential per diems for DAT to meet regularly</p> <p>Stipends/Per-diems for training on the CA content standards/framework</p> | <p>The district will adopt a set of content standards that meet or exceed the CA Arts Standards.</p> <p>All new and experienced VAPA teachers will receive training on the CA VAPA standards and will be able to utilize them to guide daily instruction, create rubrics, and inform educational decisions in the classroom.</p> |

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| | | <p>each artistic discipline OR create CT time for teachers grouped by discipline.</p> <p>Craft board recommendation on adoption District VAPA Standards and curriculum.</p> | | | |
| Phase 1 | <p>Design or adopt district-wide sequential, standards-based curriculum in each discipline.</p> | <p>Define scope and sequence for each grade in each discipline for grades TK-6.</p> <p>Include SEL competencies when creating scope and sequence for VAPA in TK-6.</p> <p>Define skills in each discipline for secondary electives that each student should have across the district.</p> <p>Audit secondary class syllabi to ensure that classes across the district are using the same standards/curriculum goals.</p> | <p>VAPA Coordinator</p> <p>Teaching Specialists and/or DAT team</p> <p>VAPA Teachers</p> | <p>Release time/per diems for DAT or salaries for Teaching Specialists</p> | <p>Each grade level in TK-6 will have specific VAPA standards.</p> <p>Each student will receive standards-based instruction either by general classroom teachers or VAPA specialists (ideally both)</p> <p>Secondary VAPA classes will have a uniform set of skills/concepts that students learn across the district. (For example, all students in Beginning Band will learn x skills before advancing to Advanced Band).</p> |
| Phase 1 | <p>Create engaging TK-6 lessons based on the VAPA Artistic Processes and SEL Competencies that can be accessed and taught by general classroom elementary teachers and make these lessons available to ALL TK-6 teachers.</p> | <p>Create Teaching/Curriculum Specialist positions within C&I to create VAPA lessons in all disciplines that all teachers will have access to.</p> <p>These lessons will coincide with new standards and be written broadly to allow flexibility for students and teachers.</p> <p>Provide PD for elementary</p> | <p>VAPA Coordinator</p> <p>Curriculum Specialists/TS's or contracted specialists</p> <p>CLARA</p> | <p>TS Salary or funding for subject area curriculum specialists.</p> <p>Per diems for teachers to attend PL sessions outside of the regular work</p> | <p>Curriculum specialists will create lessons in all disciplines that all elementary teachers can use for arts integration lessons in their classroom.</p> <p>All lessons will be housed on a district google drive for teachers to access at will.</p> <p>VAPA teachers will be able to access and utilize grade level</p> |

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| | (see appendix - Arts Education and SEL Learning Framework) | <p>teachers to gain knowledge of district VAPA standards and strategies to implement integrated VAPA lessons in all arts disciplines.</p> <p>Explore using CLARA or other arts providers/consultants as a resource for creating curriculum in areas/disciplines that are under-represented in SCUSD (ie. dance, theater, media arts)</p> | | <p>day</p> <p>License for CLARA Classroom for all Elementary teachers.</p> | <p>lessons in their classroom through the SCUSD Google Drive platform.</p> |
| Phases 1/2 | <p>Ensure that secondary VAPA electives align with the adopted district Arts standards.</p> | <p>Survey all secondary VAPA teachers about what courses are being taught.</p> <p>Compile a comprehensive list of all secondary electives and what sites they are being taught at.</p> <p>Check that District/State VAPA standards are explicitly included in lesson plans.</p> | VAPA Coordinator | No direct budget implications | Cohesion across the district that all electives are teaching to the district/state standards |
| Phases 1/2 | <p>Develop a set of district-wide assessments for students engaged in the arts in order to demonstrate student growth and progress of the arts plan.</p> | <p>Once grade level content standards have been developed, develop rubrics to evaluate/assess students by grade level based on the VAPA Standards/framework.</p> <p>Work with teachers to create a process for district-wide student assessments that evaluates student and Arts Plan progress.</p> <p>Explore the possibility of adding arts standards to elementary</p> | <p>VAPA Coordinator</p> <p>DAT Team or Assessment Committee</p> <p>Teachers</p> | <p>Per Diems or CT time for teachers to meet together to develop district assessments.</p> <p>Possible release time for teachers to assess student work</p> | <p>A cooperatively developed set of rubrics will be created to evaluate student progress in the context of ensuring that the Arts Plan is making adequate yearly progress toward its long term goals.</p> |

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| | | report cards. | | at end of year for program improvement | |
| All Phases | Work with school site leaders/counselors to ensure that VAPA classes have accurate course descriptions and that course descriptions are consistent throughout the district. | <p>Audit course syllabi and descriptions across the district to ensure course consistency throughout the district.</p> <p>Possible PD or CT time with teachers teaching the same disciplines to assess/create/develop accurate and consistent course descriptions.</p> <p>Work with sites to develop and submit new course proposals for missing or desired arts classes/disciplines.</p> <p>Provide a current list of VAPA courses approved district wide to site leaders/teachers.</p> <p>Recognize that different school sites may have different needs and may not offer the exact same classes from site to site. Work to make sure that courses are as consistent as possible in the comprehensive schools to ensure that all students have access to high level VAPA courses at every level.</p> | <p>VAPA Coordinator</p> <p>TS's</p> <p>VAPA Teachers</p> <p>Counselors</p> <p>Site Leaders</p> | Possible PL sessions outside the work day | <p>All course descriptions throughout the district will be consistent.</p> <p>All students have access to high quality arts classes to prepare them for colleges or careers in the arts.</p> <p>Classes are consistent from site to site.</p> <p>New VAPA courses will be developed to continue to expand access to VAPA classes throughout the district.</p> |

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Strategic Pillar: Content

Strategic Aim 1.2: Student Support and Access to the Arts

Goal 1.2a: Provide equitable and consistent access to arts opportunities for all students during the school day and through Expanded Learning.

Goal 1.2b: Provide platforms for students and families to learn about the post-secondary options and possibilities of careers in the creative economy of California.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
|---------|---|--|---|---|--|
| Phase 1 | <p>Provide equitable arts classes, in one or more arts discipline (music, art, theater, dance), for all elementary students in the district.</p> <p>Provide equal access to arts electives to all students at the secondary level</p> | <p>(See Strategic Aim 2.1a for staffing strategies)</p> <p>Communicate with school site leaders to identify what artform specialist they would prefer to have (possibly develop a system for teachers to decide the same way that site teachers vote on their prep).</p> <p>Work with school sites to create a schedule that ensures that all students have equitable access to arts classes (ie - making sure that scheduling doesn't conflict with other academic activities).</p> | <p>VAPA Coordinator</p> <p>Site Leaders</p> <p>VAPA Teachers</p> <p>Teachers/SCTA</p> | <p>VAPA teachers will need to be hired to make sure that every student has access to VAPA classes</p> | <p>All students at the elementary level will have access to at least one arts discipline each year from Tk-6th</p> <p>Secondary students will have access to at least one VAPA elective every year from 7-12</p> |

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| Phase 1 | Work to expand the number of elementary teacher preps so schools do not have to choose between PE, VAPA, and Library. | <p>Research the funding implications of expanding the number of elementary preps.</p> <p>Create budget proposal</p> <p>Present/approve budget proposal to PRC/Executive Cabinet</p> <p>Bring approved proposal to Budget and HR Departments during Budget Development Meetings (BDM)</p> | <p>VAPA Coordinator</p> <p>District Management</p> <p>Budget</p> <p>HR</p> <p>School Board</p> <p>SCTA</p> | <p>Long term funding for elementary arts positions.</p> | <p>Students will have access to both PE and Arts classes, taught by teaching specialists, in grades TK-6</p> <p>School sites will no longer have to vote on which prep they want (PE, VAPA, or Library) or will at least have multiple options for preps</p> |
| Phases 1-2 | Advocate for comprehensive high schools to move to a 7 period day to allow students more opportunities to take elective classes. | <p>Identify that any school with a four-year plan for the arts has seven periods in place to facilitate a-g,(i.e.: zero period PE) or ensure that Zero periods do not disproportionately affect VAPA students.</p> <p>Identify educational models of schools that have increased or expanded days or utilize creative scheduling in order to allow students to take a VAPA elective for all four years.</p> <p>Work with career counseling to help students find alternative ways to take required courses. (ie. taking required classes at community colleges or</p> | <p>VAPA Coordinator</p> <p>Site Leadership</p> <p>Budget</p> <p>Human Resources</p> | <p>There may be budget/union issues if teachers teach more than 5 periods</p> <p>Possible use of Prop 28 to fund extra periods of instruction</p> | <p>Students will not have to choose between continuing instruction in an artform and taking a required A-G or graduation requirement class</p> <p>There will be identified VAPA classes at all comprehensive high schools that have 4 levels/years of instruction</p> <p>Students will have the option and ability to take 4 years of VAPA electives.</p> |

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| | | online). | | | |
| Phase 1 | Explore adding an VAPA elective to the stipends available to elementary schools through Student Support Services. | <p>Implement elementary stipend from Student Support Services available as funding for VAPA enrichment after school as it does for sports/athletics.</p> <p>Identify a pool of teachers/teaching artists/classified teachers to facilitate this curriculum after school.</p> <p>Work with elementary admin and teachers to access particular VAPA discipline needs per site.</p> <p>Create a job description for a possible elementary after school VAPA specialist position.</p> | <p>Student Support Services</p> <p>Budget</p> <p>Individual Sites</p> <p>Human Resources</p> | Elementary athletic stipends are about \$1000. Work with Budget to identify if this is available in the Student support Services budget. | Elementary students will have access to a VAPA extra-curricular offering just like they have the opportunity to participate in sports/athletics. |
| All Phases | <p>Increase VAPA College and Career Awareness</p> <p>Create a resource(s) for students/parents to expand understanding of careers in the creative economy of California.</p> | <p>Social media campaign from the district in the style of Create CA to educate parents on the creative economy in CA. Job information, etc.</p> <p>Develop a website for SCUSD arts information to include ongoing information about jobs and careers in CA economy/SCUSD alumni working in the arts.</p> | <p>VAPA Coordinator</p> <p>Community Arts Partners</p> <p>Communications</p> <p>Ed Tech</p> <p>CTE/Linked Learning</p> | None | <p>Students and families will have a better understanding of what type of careers are available in the creative arts economy and have an understanding of what skills are needed for these careers.</p> <p>Students/families will be able to see a direct correlation between arts education and careers in the creative economy.</p> |

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| | | <p>Partner with outside organizations to talk to students about careers in the arts.</p> <p>Participate in HS college and career days. Encourage arts organizations to participate in HS college and career days.</p> | | | |
| All Phases | <p>Ensure students have access to information about college and careers in the arts at all levels</p> | <p>Provide resources and opportunities for students and families to learn about the post-secondary options and possibilities of careers in the creative economy of California.</p> <p>Ensure that VAPA teachers talk about various careers in the Arts (not just “artist” or “musician”) at all levels so students understand that there are many types of jobs in the California creative economy.</p> <p>Explore connecting with Grammy Career Day to bring resources on careers in the Arts to SCUSD.</p> <p>Inform/ provide training for school counselors on various careers in the arts.</p> | <p>VAPA Coordinator</p> <p>VAPA Teachers</p> <p>School Counselors</p> <p>City Office of Arts and Culture</p> | <p>Possible PL time for school counselors</p> | <p>All students will be aware of the many careers in the arts are available.</p> <p>Students will be prepared for careers in the Arts after high school or be prepared to continue their post secondary education in order to pursue a career in the Arts.</p> <p>Students will have the opportunity to connect with local arts organizations that may provide work or internship opportunities in the Creative Economy.</p> |

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Strategic Pillar: Content

Strategic Aim 1.3: Professional Preparation, Learning, and Support

Goal 1.3: Provide arts teachers with high quality and relevant professional development opportunities, time for cross-district collaboration, incentives for advancement, and support for teachers in accessing professional conferences and workshops in their field.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
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| Phase 1 | Increase professional learning opportunities in the arts for all SCUSD teachers . | <p>Provide access to free opt-in PL training through SCOE. Make sure teachers are aware of training sessions</p> <p>Create and present a series of PL sessions on arts integration for both VAPA and non-VAPA teachers</p> <p>Utilize CT time for department-wide PL trainings</p> <p>Possible creation of an Arts Integration mini-conference for general education teachers and/or increase VAPA PL in the summer</p> | <p>VAPA Coordinator</p> <p>PL Providers</p> <p>Budget</p> <p>C&I Department</p> | <p>Designation of a separate budget item for Professional Learning in the VAPA Budget</p> <p>Funding will have to be set aside for teachers to attend conferences & workshops</p> | <p>Teachers will have access to robust professional learning sessions provided through the district.</p> <p>Teachers will be able to attend non-district conferences/workshops without having to use personal time.</p> <p>Teachers will be able to request to have the district pay for conferences/workshops that increase their subject knowledge</p> |

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| | | <p>teacher PL conference.</p> <p>Provide leave time (or subs) for teachers to attend professional conferences and workshops.</p> <p>Create a procedure where teachers can request the district fund attendance to conferences/PL that increase their knowledge in the subject area that they teach or one that they would be able to teach if they had more training</p> <p>Provide training for the CA art standards implemented in 2019.</p> <p>Provide arts teachers with cross-district CT time to meet with other teachers in their content area</p> <p>Provide arts teachers with incentives for advancement.</p> | | | |
| Phase 1 | Provide VAPA teachers with professional development in relevant, social emotional learning strategies with the arts | Provide opt-in training sessions in various arts disciplines as well as in arts integration for elementary teachers to help further their knowledge of best practices in | District SEL Coordinator/Team VAPA Coordinator | Teachers will need to be compensated for professional learning sessions outside of | Teachers will have more strategies for incorporating SEL into their classes. Teachers will understand how the arts and SEL are closely related and be able to make their |

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| | to apply in the classroom. | arts education. Provide teachers with professional learning opportunities for arts based healing circles, restorative justice, etc. on a proactive basis. | | contracted hours. | classrooms more inclusive. Students will feel more community as a result of increased attention to SEL/Arts instruction in schools. |
| Phase 1 | Provide general classroom teachers with professional learning in arts integration strategies. | Provide opt-in training sessions in arts integration for elementary teachers to help further their knowledge of best practices in arts education. | VAPA Coordinator C&I Department Budget | Teachers will need to be compensated for professional learning sessions outside of contracted hours. If outside presenters are used, they will need to be paid through the district. | Teachers will be able to identify and utilize arts integration strategies and create more opportunities for students to express themselves and construct and demonstrate understanding through an art form. Teachers will be able to lead students in a creative process that connects an art form and another subject area and meets evolving objectives in both. |
| Phase 1 | Increase the cohesiveness across the system by providing VAPA teachers time to work and collaborate with each other across different sites and grade levels. | Provide arts teachers with cross-district CT time to meet with other teachers in their content area. Provide training for the CA art standards implemented in 2019. | VAPA Coordinator VAPA Department Heads Site Leaders Professional Learning Director | None | Teachers will be able to align and coordinate curriculum across the district in order to ensure that student outcomes are comparable throughout the system. Students will learn the same concepts by grade/level in any school in the district. |

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| Phase 1 | <p>Expand and systematize professional learning/training for teaching artists that work within SCUSD classrooms.</p> <p>Ensure that all teaching artists provided by SCUSD/outside providers are trained in basic SEL by our SEL department.</p> | <p>SEL and Classroom Management</p> <p>Creation of a Teaching Artist Training Classroom to give teaching artists training and experience at an actual school site.</p> <p>Provide training for the CA art standards implemented in 2019 and the SEL competencies.</p> | <p>VAPA Coordinator</p> <p>SEL Department</p> <p>Partner Organizations</p> | <p>Budget for teaching artists training time and trainers</p> | <p>All Teaching Artists will be trained in SCUSD SEL and TSEL prior to working with classroom teachers for classroom residencies.</p> <p>Teaching Artists will understand the SEL competencies and be able to help students navigate Social Emotional Learning, even in classrooms where teachers have not been trained in SEL.</p> <p>Teaching artists can be used as a resource for classroom teachers to provide SEL and arts lessons and activities for the classroom.</p> |
| Phase 2 | <p>Provide opportunities/training to engage administrators on how to incorporate the Arts more fully on their school sites.</p> | <p>Create and present professional learning for site leaders around the Visual and Performing arts to help increase knowledge about how the arts benefit students and how VAPA programs/classes need to be organized in order obtain maximum effect.</p> | <p>VAPA Coordinator</p> <p>C&I Department</p> <p>Professional Learning Director</p> <p>IAS's</p> <p>District Arts Team</p> | <p>None</p> | <p>Administrators will have a greater knowledge of why VAPA classes are structured and how to best schedule teachers/students in order to limit the number of systemic obstacles teachers/students face in school when enrolling in VAPA classes.</p> |
| Phase 2 | <p>Create a resource for Guidance Counselors to expand understanding of VAPA arts class requirements,</p> | <p>Create and present professional learning and or resources to help increase knowledge about potential careers in the arts and how VAPA programs/classes need</p> | <p>VAPA Coordinator</p> <p>Professional Learning Director</p> <p>Site Leaders</p> | <p>None</p> | <p>School counselors will have a greater knowledge of why VAPA classes are structured and how to best schedule teachers/students in order to limit the number of systemic obstacles</p> |

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| | rigor, and potential careers in the creative economy of California. | to be organized/enrolled in order obtain maximum effect. | District Arts Team | | teachers/students face in school when enrolling in VAPA classes. |
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Strategic Pillar: Infrastructure

Strategic Aim 2.1: Personnel, Program Administration, and Coordination

- Goal 2.1a: Increase arts staffing TK-12th grade in dance, music, theater and visual arts, and media arts.
- Goal 2.1b: Utilize expertise of current experienced, credentialed teachers to support the skill set of newer teachers through mentoring and intentional collaborative sharing.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
|------------|---|--|---|---|--|
| All Phases | Increase certificated VAPA teacher staffing to expand equitable arts access to all students in SCUSD. | <p>Determine staffing needs and opportunities based on new Prop 28 funding</p> <p>Meet with Budget/HR to discuss specific requirements of Prop 28 Funding</p> <p>Look at feeder patterns to determine most effective staffing with a combination of Arts ToSAs and credentialed arts teachers.</p> <p>Consider Classified positions to extend arts</p> | <p>VAPA Coordinator</p> <p>Budget/CFO</p> <p>Human Resources</p> <p>Executive Cabinet</p> | According to early estimates \$5.2 million should be available via Prop 28 to support the hiring of VAPA teachers | <p>Clear budget for allocation of Prop 28 funds.</p> <p>New teachers will be hired over the next 3-5 years so that every elementary student has access to arts education.</p> <p>Hire new teachers to expand secondary arts education to ensure consistency throughout the district.</p> |

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| | | <p>staffing.</p> <p>Consider intern positions to create a pipeline from student teacher to credentialed teacher.</p> <p>Work with HR to develop job descriptions and post open positions for elementary teachers as first priority</p> <p>Work with HR and Budget to create a plan to hire as many new teachers as are allowed by Prop 28.</p> | | | |
| Phase 1 | Create and hire VAPA Teaching Specialist (TS's) positions to support professional learning and arts integration goals. | <p>Create and hire TS positions in C&I department to help plan/deliver professional learning, create VAPA curriculum, and manage arts integration projects throughout the district.</p> <p>Possible TS positions may include:</p> | <p>VAPA Coordinator</p> <p>Executive Cabinet</p> <p>HR</p> <p>Assistant Supt. of C&I</p> <p>Budget</p> | <p>These positions will need to be created in either the C&I or VAPA budget</p> | <p>We will have a minimum of two Teaching Specialists in the district to help support the growing number of VAPA teachers supported by Prop 28. (Ideally, this should be supported by a formula, ie. <i>for every x number of VAPA teachers the district will provide one teaching specialist to support them.</i>)</p> |

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| | | <p>Visual Arts and Theatre</p> <p>Arts integration with Visual Arts and Theater ToSA support (years 1-3)</p> <p>Dance ToSA to help integrate dance into classrooms or PE time</p> <p>Music ToSA to support integration K-2nd grades</p> | | | |
| Phase 2 | Increase existing middle school teaching staff allotments. | Increase allocation to the comprehensive Middle Schools from a .4 or .6 teacher (2-3 sections) to a full-time capacity up to 5 sections. | <p>Budget</p> <p>HR</p> <p>VAPA Coordinator</p> | New middle school teachers will need to be built into VAPA budget to support the expansion of disciplines and classes | <p>Every middle school will have a full time music specialist supported by the central office VAPA budget.</p> <p>Middle schools will offer a comprehensive menu of VAPA classes that are developmentally correct for the grade level including band, orchestra, choir, and/or other music classes as appropriate as well as visual arts, theater, dance, and media arts.</p> |
| All Phases | Provide opportunities for experienced arts teachers to mentor new arts teachers | Work with district office Induction Coordinator to help match new VAPA teachers with experienced | <p>Induction Coordinator</p> <p>VAPA Coordinator</p> | <p>None for VAPA</p> <p>Stipends though</p> | New teachers will be paired with a mentor teacher (preferably in their discipline) to help with their growth as a |

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| | through the induction program. | <p>teachers in their discipline.</p> <p>Recruit existing (and retired) arts teachers as mentor teachers</p> <p>Create cross-district collaboration opportunities through zoom/web meeting (move beyond site-based assignments)</p> <p>Utilize expertise of current experienced, credentialed teachers to support the skill set of newer teachers through intentional collaborative sharing</p> <p>Contact recently retired VAPA teachers about becoming mentors for new teachers in their discipline.</p> | Teachers | induction for mentor teachers | <p>teacher.</p> <p>New teachers will learn skills from more experienced teachers that will help them in the classroom.</p> |
| All Phases | Ensure that all VAPA vacancies are given adequate job descriptions and are filled with qualified, certificated teachers as quickly as | <p>Update job descriptions for all art disciplines in all grade levels.</p> <p>Work with school site administration and Human Resources to efficiently</p> | VAPA Coordinator Human Resources | None | <p>New VAPA job openings will be listed with enough time to be able to hire qualified teachers as quickly as possible.</p> <p>Job openings will be correctly described in the job listing to</p> |

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| | possible. | communicate site level needs to ensure that jobs are listed correctly and in a timely manner. | | | avoid possible confusion. |
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Strategic Pillar: Infrastructure

Strategic Aim 2.2: Facilities, Equipment, Materials/Supplies

Goal 2.2: Evaluate needs and provide facilities, supplies, equipment, materials, and technology for visual and performing arts instruction.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
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| Phase 1 | Establish a baseline budget and funding sources for the purchase of consumable items for VAPA teachers and VAPA items for K-6 teachers. | <p>Identify budget needed to support all teachers</p> <p>Identify funding for consumable items.</p> <p>Develop a standard consumables base budget for teachers based on what classes they teach (ie. ceramics teachers get \$x per class, orchestra teachers get \$y per class, etc.)</p> <p>Provide guidance to schools receiving Prop 28 funds to utilize an appropriate amount of funding for consumable teacher supplies.</p> | <p>VAPA Coordinator</p> <p>Budget</p> <p>Teachers</p> <p>Purchasing</p> | <p>Increase funding needed to adequately fund VAPA classes.</p> <p>20% of Prop 28 funds can be partially allocated for this.</p> | All teachers will have a supply budget for their classes that ensures that they are not spending money out-of-pocket for necessary supplies. |

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| | | <p>Look to local vendors to open P/O accounts for supplies or centrally order all supplies at the beginning of the year.</p> <p>See if there is room in the district warehouse for consumable supplies to be kept.</p> | | | |
| All Phases | <p>Work with sites and the Facilities department to identify possible classrooms available for elementary VAPA instruction.</p> <p>Ensure that the VAPA facilities are updated/improved to meet evolving needs.</p> | <p>Collaborate with Facilities to create a master list of all facilities that can be used for arts instruction.</p> <p>Generate a list of facilities/inventory that require repair/updating.</p> <p>Consult with Facilities department about the construction of new schools/facilities to ensure that there is adequate space for VAPA instruction</p> | <p>VAPA Coordinator</p> <p>Facilities</p> <p>Site Leaders and Plant Managers</p> | No significant budgetary impact at this time. | <p>A report of existing VAPA facilities and their condition will be created and facilities that need repairs will be ranked by how much repair is needed.</p> <p>Facilities will consult with the VAPA department during the construction process of new facilities to ensure that VAPA spaces are identified and that their placement makes educational sense (for example - a music room would not be located next to a library)</p> |
| Phase 3 | As possible, advise school sites about best practices for facilities designed for | Work with Facilities to create a position or specified district employee who oversees performance | <p>VAPA Coordinator</p> <p>Facilities</p> | May positively impact budgets if the district | The district will see an increase in revenue from renting out performance venues to local organizations. |

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| | <p>arts instruction and performance.</p> | <p>space facilities requests and equipment to work specifically with VAPA organizations.</p> <p>Discuss using potential revenue generation that could be created with performing arts venues towards VAPA programs. (ie. when an organization rents out a facility, a portion of the fee should go towards VAPA budget or projects.)</p> <p>Possible creation of a “stage manager” stipend to compensate person responsible at the the site level auditorium or PAC upkeep</p> | <p>Budget Executive Cabinet</p> | <p>upgrades its existing facilities and leverages its high demand spaces for community and/or private use.</p> <p>Stipends for stage manager</p> | <p>Increased revenue should partially benefit the VAPA programs at those schools.</p> |
| <p>Phase 3</p> | <p>Identify VAPA specific classroom spaces on school campuses due to increased staffing and or program growth.</p> | <p>Evaluate possible space for program expansion.</p> <p>Evaluate possible space for program sustainability (dance floors, acoustic treatment, storage needs).</p> <p>Strategic planning for adding portable classrooms dedicated to VAPA</p> | <p>Facilities VAPA Department Budget</p> | <p>Increase funding may be needed to create useable VAPA spaces on campuses</p> | <p>All elementary schools will have at least one classroom dedicated to arts education.</p> |

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| | | classrooms if there is no identifiable space at a site. | | | |
| Phase 1 | Increase funding and support for the Music Library to be able to accommodate the increasing number of instrument repairs/purchases from new staff. | <p>Clear out obsolete items from the ML in order to make room for newer instruments/items.</p> <p>Expand the number of vendors so that repairs can be done in a timely manner.</p> <p>Increase the number of scores that each teacher is able to purchase through the ML.</p> <p>Orient new teachers to the function of the music library.</p> <p>Barcode all district musical instruments in order to make inventory tracking easier.</p> | <p>VAPA Coordinator</p> <p>Budget</p> <p>PRC/Cabinet</p> <p>Music Librarian</p> | <p>Increase funding for music library through district LCAP</p> <p>Instrument barcoding may require an additional per diem or staffing in order to accomplish the task in a timely manner.</p> | <p>The music library will continue to be a central hub for instrument repairs and sheet music purchases for the district.</p> <p>All district music teachers will be familiar with the function of the music library.</p> <p>Repairs will be done efficiently and quickly by qualified repair technicians.</p> <p>Increased funding will allow the music library to continue to increase the number of teachers that are served.</p> |

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Strategic Pillar: Infrastructure

Strategic Aim 2.3: Enhancing Climate and Culture Through Community Partnerships, Collaborations, and Parent and Family Engagement

Goal 2.3a Develop and expand partnerships with professional and community organizations

Goal 2.3b Invite and engage parents and families to actively participate in school site and district arts programs

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
|------------|---|--|---|--|---|
| All Phases | Continue to develop and expand partnerships with community arts organizations based on strategic focus in the following areas: residencies, assemblies, professional learning, field trips. | <p>Match arts organizations with schools that are seeking enrichment in the same areas.</p> <p>Encourage more schools to participate in the Any Given Child program to bring arts assemblies and residencies to more schools. (Participation in this program is voluntary, but funded through the district. Perhaps new VAPA teachers can act as liaisons for school sites).</p> <p>Look at the model of “My</p> | <p>VAPA Coordinator</p> <p>Contracts/ Purchasing</p> <p>Transportation</p> <p>Community Partners: (ie. The Sacramento Philharmonic/Opera , CLARA, NorCal School of the Arts, The Sacramento Office of Arts and Culture, etc.)</p> | <p>Increase central funding to the Any Given Child program as more schools participate</p> <p>Increased transportation costs for grade-level field trips</p> | <p>All students have an opportunity to see/visit/experience professional artists/ arts organizations</p> <p>Student artists and VAPA classes gain more experience for potential higher learning and career opportunities.</p> |

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| | | <p>Masterpieces” Apply one grade level to a particular arts organization (all 4th graders to a particular arts org/museum/theatre)</p> <p>Consider grade level focused partnerships with community organizations (Sacramento Philharmonic/Opera, Crocker, etc.)</p> <p>Explore internships with more community partners at the high school level.</p> | <p>Semi-professional orchestral/choral groups</p> <p>Smaller local museums</p> | | |
| All Phases | <p>Develop systems for increasing public/family awareness of VAPA programs/performances as well as opportunities for parents to participate in school and district wide VAPA events (ie. school/community mural/art fairs, etc.)</p> | <p>Ensure that schools are reporting any VAPA events to the VAPA department via a simple submission form.</p> <p>Create centralized calendar for SCUSD VAPA</p> <p>Create templates for invitations/calendars</p> <p>Start Regular VAPA Newsletter or emails detailing upcoming events</p> <p>Create and run SCUSD</p> | <p>VAPA Department Teachers Site Leaders Communications Dept.</p> | <p>No foreseeable budget implications</p> | <p>Parents and families will be more aware and engaged with VAPA programs in their schools and district.</p> |

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| | | VAPA social media accounts | | | |
| All Phases | <p>Plan or participate in district-wide interactive community events that also educate and inform SCUSD families about the benefits of arts education.</p> <p>Encourage and guide school sites in creating their own interactive community events that encourage parents to become more involved in arts education at school.</p> | <p>Help to manage or contribute to multi-departmental events (such as the SCUSD Community Fairs).</p> <p>Work with artists and art teachers to make events more interactive.</p> <p>If TS's are hired, recruit to help increase interactivity of events.</p> <p>Partner with organizations that provide arts or arts education at community events.</p> <p>Work with Communications to publicize events for the community.</p> <p>Work in partnership with the City to contribute to city arts events.</p> | <p>VAPA Department</p> <p>Site Leaders</p> <p>Communications</p> <p>Expanded Learning YDSS</p> <p>City Office of Arts and Culture</p> <p>District Leadership</p> | <p>Costs associated with community events may come from site Prop 28 funding.</p> | <p>The VAPA Department will work with other departments to participate in more community fairs/events</p> <p>Community events at school sites will be more interactive for parents and community members.</p> <p>Schools will work to incorporate the arts more thoroughly into campus culture.</p> |

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Strategic Pillar: Sustainability
Strategic Aim 3.1: District Leadership

Goal 3.1a: Maintain and build support for a District VAPA Coordinator to manage programs, implement the Strategic Arts Plan, and ensure district compliance with CA Educational Code.

Goal 3.1b: Develop arts leads at every school site to support arts integration programs and communicate site needs to the district VAPA Coordinator

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
|------------|---|---|---|---|---|
| All Phases | Continue to support the position of VAPA Coordinator and expand duties to ensure compliance with CA Ed Code and implement the Strategic Arts Plan | <p>Continue to fund the VAPA Coordinator position through the C&I Budget.</p> <p>Expand the VAPA Budget to include Prop 28 funding including new elementary teachers that will be hired.</p> <p>Allow teachers that are funded under the VAPA department to be co-evaluated by the VAPA coordinator and appropriate site leaders.</p> | <p>Executive Cabinet</p> <p>Asst. Superintendent of C&I</p> <p>CAO</p> <p>Human Resources</p> <p>VAPA Coordinator</p> | <p>Increase budget in C&I for Coordinator and VAPA TS's</p> <p>Increase VAPA Dept. budget with Prop 28 funds to hire new teachers</p> | <p>The scope of the VAPA Coordinator position will expand as VAPA programs throughout the district expand.</p> <p>VAPA Coordinator will be giving administrative oversight over new TS Elementary VAPA positions funded through the VAPA budget.</p> <p>Teachers funded through the VAPA budget will be evaluated by the VAPA Coordinator in coordination with site administration.</p> |

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| | | <p>As VAPA Coordinator responsibilities expand, the official job description/duties should also be expanded and compensation should reflect duties.</p> <p>Create VAPA TS positions that report directly to the VAPA coordinator to help coach new VAPA teachers and create/provide PL to elementary teachers.</p> | | | VAPA Coordinator will provide yearly report on Ed Code compliance and progress on the District Arts Plan. |
| Phase 1-2 | Create a stipend for “arts leads” or “arts liaisons” positions at each school site to assist with arts integration, scheduling, communication, and professional learning. | <p>Work with HR/SCTA to develop an “Arts Lead” stipend available to each site to allow one teacher to attend special CT meetings/PL with other arts leads in the district.</p> <p>Provide funding to send arts leads to PL workshops/conferences when appropriate</p> <p>Provide district PL sessions to arts leads that can then be taken back to school sites for CT PL.</p> <p>Train arts leads on district</p> | <p>Teachers</p> <p>Site Leaders</p> <p>VAPA Coordinator</p> <p>VAPA TS’s</p> <p>HR</p> <p>SCTA</p> <p>Budget</p> <p>Executive Cabinet</p> <p>School Board</p> | <p>Stipends for arts leads will need to be included in the VAPA Dept budget.</p> <p>New stipends need to be negotiated with SCTA</p> <p>Prop 28 funds may be used for arts leads stipends</p> | <p>All sites will have a VAPA Arts Lead teacher that will assist on implementation of arts integration professional learning sessions.</p> <p>Arts leads/liaisons will assist in helping to implement school-wide VAPA programs and will update the VAPA Coordinator periodically with progress.</p> |

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| | | <p>purchased programs such as Artlook, CLARA Classroom, and Soundtrap, etc. so that each site will have a teacher that can help with these initiatives. (similar to site "EdTech leads).</p> | | | |
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Strategic Pillar: Sustainability
Strategic Aim 3.2: Communication

Goal 3.2a: Develop strategies and platforms to increase and enhance communication within the district about arts programs and events assuring that District Leaders and School Board Members provide continued support over time.

Goal 3.2b: Increase communication with parents/guardians and families about arts opportunities that are available to students throughout the district.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
|-----------|--|--|---|----------------|---|
| Phase 1-2 | Communicate the new District Arts Plan and arts education policy to all levels of district admin to drive staffing, funding, and program decisions moving forward. | <p>Provide executive summary to new and existing Board members to inform them about existing District VAPA policy</p> <p>Present district arts policy and plan to site leaders at a PL session</p> <p>Plan at least one day of VAPA training during site leader PL sessions per school year.</p> | <p>VAPA Coordinator</p> <p>C&I Dept.</p> <p>IAS's</p> <p>School Board</p> <p>Site Leaders</p> | None | <p>All site leaders will be aware of the new district VAPA policy and District Arts Plan and its effects on school site instruction and student outcomes.</p> <p>SCUSD School Board will be aware of District Arts Plan goals and receive regular updates on plan progress.</p> |
| | Develop and improve | Create an online presence | VAPA Coordinator | No anticipated | Increased online presence and |

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| | <p>district, feeder area, and site level communication and messaging.</p> | <p>for SCUSD VAPA (Social media, website, etc.)</p> <p>Create structures to support more communication between administrators and VAPA teachers.</p> <p>Improve ongoing communication regarding the arts between school sites and district administrators.</p> <p>Increase communication to teachers for arts integration strategies.</p> <p>Improve the utilization of Artlook (or similar programs) to inform the community of arts availability at school sites.</p> <p>Increase the frequency of content (newsletter, etc.) that communicates arts content/performances to all district community members</p> <p>Communicate with board via monthly executive</p> | <p>VAPA TS's</p> <p>Communications</p> <p>Site Arts Leads</p> | <p>budget needs</p> | <p>communication should result in higher visibility of VAPA in SCUSD.</p> <p>Building and maintaining relationships with community stakeholders.</p> <p>Build credibility of SCUSD VAPA in the greater Sacramento area.</p> |
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| | | <p>summary of upcoming events</p> <p>Area specific VAPA “news letter” to publish for board members, city council, community stakeholders</p> | | | |
| Phase 1 | Communicate regularly with the School Board about progress on the Strategic Arts Plan | <p>Schedule time throughout the year at board meetings for arts updates (student led or featured) or send monthly board communications featuring updates keep board members informed on Strategic Arts Plan progress and accomplishments.</p> <p>Include student feedback in arts planning and include student representatives to attend and participate in arts planning and SCUSD Board meetings.</p> <p>Communicate with School Board office to schedule board updates during the year.</p> | <p>VAPA Coordinator</p> <p>Arts teachers</p> <p>Board Members</p> | No cost | <p>All school board members will be informed on Strategic Plan Progress and updated on goings on in the SCUSD VAPA community.</p> <p>Increased community and admin awareness of our district art programs, the benefits, both academically and social emotionally, and student outcomes</p> |
| Phase 1 | Develop systems to communicate with | Work with Communications department to | VAPA Coordinator | None | |

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| | <p>parents and the community about SCUSD VAPA programs, concerts, enrichment opportunities, etc.</p> | <p>create/manage social media for VAPA Department or feature more VAPA in district social media.</p> <p>Publically highlight schools/programs that go above and beyond to increase awareness in the community.</p> | <p>Communications</p> | | |
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Strategic Pillar: Sustainability
Strategic Aim 3.3: Funding

- **Goal 3.3a:** Establish clear allocation guidelines for Prop 28 and Arts Block Grant funding and develop measures for ensuring accountability throughout the system and reporting to the School Board.
- **Goal 3.3b:** Establish reliable funding sources to support, maintain, and expand the Strategic Arts Plan in perpetuity.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
|------------|--|---|---|---|---|
| All Phases | <p>Create and manage a budget plan for funding designated to the district through Prop 28.</p> <p>If Prop 28 funds are distributed directly to school sites, develop district guidance and reporting to ensure that funds are being spent equitably throughout the</p> | <p>Based on Prop 28 Funding Guidelines:</p> <p>Determine staffing, equipment/materials, and administrative allocation for each site. (80% staffing, 19% equipment/supplies and 1% for administrative costs)</p> <p>Revise this budget each year as funding fluctuates.</p> <p>Report expenditure plan</p> | <p>VAPA Coordinator</p> <p>Budget</p> <p>HR</p> <p>Site Leaders</p> | <p>Increased VAPA funding as a result of Prop 28 funding</p> <p>District may have to increase funding to central office VAPA department to manage new teachers/funding.</p> | <p>Prop 28 funding is utilized to hire staff and support them with proper equipment.*</p> <p>If Prop 28 funds are distributed directly to schools, sites will report to the district how Prop 28 funds are spent.</p> <p>Annual reports from each site to the State based on accountability guidelines for Prop 28 funds.</p> <p>*at this time the distribution of Prop 28 funds has not been communicated to school districts. Once the CDE communicates</p> |

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| | <p>district.</p> | <p>and results to the school board each year.</p> <p>Work with Budget to determine the actual amount provided to the district each year.</p> | | | <p>how funds will be distributed to schools and what the reporting requirements are, we can solidify this section.</p> |
| <p>Phase 1-2</p> | <p>Work interdepartmentally to create a budget plan for the Arts and Music Instructional Material (AMIM) Block Grant and oversee that purchases made from it support the expansion of VAPA programs outlined in the Strategic Arts Plan.</p> | <p>Ensure that funding is used correctly and primarily for Art and Music Instructional Materials.</p> <p>Create budget proposal and submit to PRC/Executive Cabinet for approval.</p> <p>Order materials, ensure that all materials are ordered and received in a timely manner, pay vendors on time.</p> <p>Use this grant to support the expansion of VAPA programs throughout the district.</p> <p>Present AMIM budget to the school board.</p> | <p>Asst. Supt of C&I</p> <p>VAPA Coordinator</p> <p>Library/Textbook Services</p> <p>Budget</p> <p>Purchasing</p> <p>PRC/Cabinet</p> <p>Health Services</p> | <p>Budget department should work with C&I/Academic Office to ensure that this grant is used for its intended purpose</p> | <p>Funding from the AMIM Grant will be used properly and efficiently to support the expansion of VAPA programs in conjunction with Prop 28 to expand arts education equitably to all students in SCUSD.</p> |

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| | | Report back to the school board about student outcomes as a result of this grant | | | |
| All Phases | Identify external funding sources (Grants, Foundations, fund-raising, etc.) Apply for grants that help to build and expand VAPA programs throughout the district. | Based on specified needs, seek grant funding or partner funding with arts organizations to benefit school sites. | VAPA Coordinator Grant Coordinator Site Leader Teachers | None | External funding sources will be identified to help expand VAPA programs throughout the district consistent with the Strategic Arts Plan. Any additional supplementary funding will be made available for arts needs to advance equity throughout the district |
| All Phases | Identify and allocate internal funding sources (LCAP, SPSA, Prop 28, AMIM Grant, other state funding programs, etc.) to district VAPA programs as part of the Strategic Plan | Review overall budget for ongoing arts funding based on identified gaps/needs. Provide resources and encourage administrators on including the arts into a school's SPSA Plan and utilize Title I and Title III funding sources for arts education. | VAPA Coordinator LCAP Director Site Leaders Executive Cabinet | Increased funding will be needed to support program expansion | Internal resources will be identified and used to help expand VAPA programs throughout the district consistent with the Strategic Arts Plan. |

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Strategic Pillar: Sustainability

Strategic Aim 3.4: Program Evaluation

Goal 3.4a: Site Program(s) Evaluation - Develop or utilize tools to assess progress towards individual site goals for arts learning as outlined in the Strategic Arts Plan.

Goal 3.4b: Strategic Plan Audit - Develop measures/criteria to evaluate progress in the arts programs and accountability with the strategic arts plan annually.

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| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
|---------|--|---|--|---|--|
| Phase 1 | Survey all district sites (teachers, admin, and students) about their access and implementation of arts classes, curriculum, materials, and supplies. (Initial and Yearly) | <p>Develop or utilize a site level survey (ie. Artlook) to monitor and track individual site progress towards the goals in the Strategic Arts Plan</p> <p>Design surveys targeted at each group, or inquire about adding arts metrics into existing climate/culture surveys (ie. Kelvin) to assess access to the arts as well as the effects that arts program expansion is having on culture and climate.</p> <p>Make arts investment data publically available to all stakeholders to ensure accountability and assist school sites that are not making progress.</p> | <p>VAPA Coordinator</p> <p>Artlook Team</p> <p>DAT</p> <p>Site Leaders</p> | None at this time. There may be a need to purchase Artlook in the future if the City does not provide it to us. | <p>District growth towards the goals of the Strategic Arts Plan will be tracked and monitored and reported back to the Superintendent/School Board annually.</p> <p>Data regarding District Arts Plan growth will be publically available on the district website (or on a similar data mapping website)</p> |

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| Phase 2-3 | Evaluate student progression through arts programs at the sites. Including student access to advanced level courses. | <p>Determine each site's existing course offerings including course levels (I,II,III, Adv, Hon., AP).</p> <p>(Secondary) Develop tools to measure student trends in course selection and level progression.</p> <p>(Primary) Develop tools to measure and assess student progress in the arts.</p> | <p>VAPA Coordinator</p> <p>VAPA TS's</p> <p>Arts Leads</p> | None | District wide data on systematic arts access and growth potential in individual artistic disciplines. |
| Phase 2 | Teacher Evaluation - Assist site leaders in evaluating arts educators with professional learning on the CA VAPA teaching standards so that they are able to evaluate all aspects of the lesson being observed. | Help develop observation and evaluation rubrics/criteria for administrators to assess arts teachers more effectively. | <p>VAPA Coordinator</p> <p>Site Leaders</p> <p>Teachers/SCTA</p> | None | <p>Site leaders will have more knowledge and information in order to meaningfully evaluate VAPA teachers.</p> <p>All VAPA teachers will be evaluated regularly.</p> |

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| <p>Phase 1-2</p> | <p>Develop student-based rubrics and assessments and evaluate student work to track yearly arts plan progress towards the CA VAPA Standards at each grade level.</p> | <p>Utilize the DAT to develop an assessment rubric for each of the arts disciplines based on the CA VAPA Standards.</p> <p>Develop an equitable system for assessing student work by district teachers for growth from year to year.</p> <p>Work with DAT to create procedures and timeline for evaluating student work each year.</p> <p>Build into VAPA budget teacher per diems for time to evaluate student work.</p> | <p>VAPA Coordinator DAT VAPA Teachers</p> | <p>This may require per diems or release time for teachers to evaluate student work.</p> | <p>Student progress toward the CA VAPA Standards will be evaluated and tracked by measures developed by teachers and students.</p> <p>This data will be used to monitor overall progress towards meeting CA VAPA standards. Individual student assessment will continue to be the responsibility of VAPA teachers.</p> |
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Strategic Pillar: Sustainability

Strategic Aim 3.5: Policy and Advocacy for Equity, Access, and Social Justice

Goal 3.5a: Adopt updated Arts Education Policy to ensure that arts instruction is accessible and equitable to all students throughout the district and make publicly available.

Goal 3.5b: Coordinate with other departments and site leaders to increase understanding of access to the Arts as a social justice issue that addresses social emotional learning (SEL), mental health, and critical thinking skills.

| Phase | Strategies | Action Steps | Person(s)/Groups Responsible | Budget Needs | Expected/Measurable Outcomes |
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| Phase 1 | Create and present a new board policy for the Visual and Performing Arts that adequately encompasses the vision for VAPA in SCUSD that the DAT and CAT have been working towards. | Work with DAT and CAT to review current board policy and draft a new policy. Present new policy to board. Have Board vote on and adopt the new VAPA policy. | VAPA Coordinator DAT/CAT School Board | None | SCUSD will have a new school board policy for Visual and Performing Arts that supports the creation of this District Arts Plan. School Board members will be aware of the challenges facing SCUSD and how this plan will improve student outcomes in the arts as well as social emotional learning, academics, and student engagement. |
| Phase 1-2 | Coordinate with district officials, site leaders, and other departments to increase understanding of | Publish and distribute data showing how education in the arts improves student outcomes and mental health for students of color/ ELL students. | VAPA Coordinator Culture, Climate, and SEL Department Site Leaders | None | Site leaders will be able to more effectively support VAPA teachers, specialists, and teaching artists and understand how the arts contributes positively to school culture. |

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| | access to the Arts as a social justice issue. | <p>Create and provide PL for site administrators on how VAPA can contribute positively to school culture and climate.</p> <p>Work with site leaders to hire and schedule VAPA staff for maximum student impact, prioritizing elementary schools with high marginalized populations.</p> <p>Work to create a culturally-responsive VAPA curriculum for all students.</p> | | | Students will feel more of a connection to school culture through the lens of their own culture. |
| Phase 1 | Utilize various data points across departments to create a priority list of schools in greatest need of VAPA/SEL teachers | <p>Identify schools that are in highest need based on several sources of data including Kelvin data, Title I students, f/r lunch, referrals, suspensions, ELA, etc.</p> <p>From this data, identify which schools would benefit most from having a certificated VAPA teacher and access to professional arts learning sessions for staff.</p> | <p>VAPA Coordinator</p> <p>SEL Director</p> <p>Facilities</p> <p>HR</p> | None | By using student and site data collected from several different departments, the VAPA department will create an arts implementation plan to prioritize filling VAPA positions in high need schools and supporting daily arts instruction with artist residencies, assemblies, and professional learning. |
| All Phases | Work interdepartmentally and collaboratively to develop strategies to integrate the arts across | Create strategies for making sure that emergent bilingual students have access to arts education. | <p>Arts Coordinator</p> <p>MTSS Director</p> <p>SEL Director</p> | None | Visual and Performing Arts strategies will be meaningfully incorporated into other disciplines. All students, particularly those that are traditionally vulnerable and marginalized, will be able to |

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| | <p>curriculums at all levels to ensure that ALL students have access to VAPA content.</p> | <p>Integrate the arts with ELA/ELD standard for lower grades.</p> <p>Identify and define the Arts as a Tier I intervention in the district's MTSS Plan.</p> <p>Define what high-quality instruction in the arts looks like at all grade levels.</p> <p>Communicate with Special Education department to ensure that the arts are included in all SPED classrooms and in individual SPED plans, where appropriate.</p> | <p>MLD Director</p> <p>SPED Director</p> | | <p>access arts lessons at whatever level they are able.</p> |
| Phase 1 | <p>Continue to grow and utilize various teaching artist residencies centered around SEL/conflict resolution strategies primarily in Title I schools.</p> | <p>Continue to build and expand the teaching artist program through NorCal School of the Arts.</p> <p>Continue to provide SEL PL sessions for teaching artists by our SEL TS's.</p> <p>Build teaching residencies into the VAPA budget (possibly as MTSS tiered interventions in SEL?).</p> | <p>VAPA Coordinator</p> <p>Arts Partner Organizations</p> <p>Budget</p> <p>SEL Teaching Specialists</p> | <p>Teaching artist residencies should be built into the VAPA budget. Currently this has been funded mostly through temporary ESSER funding.</p> | <p>Our most vulnerable students at our highest need schools will have access to theater/SEL residencies to help with their social emotional learning, mental health, communication skills, and conflict resolution skills.</p> |
| All Phases | <p>Research and apply for grants that prioritize and emphasize using the arts to improve SEL and</p> | <p>Work with grant coordinator , local arts organizations, and national arts grant organizations (Save the</p> | <p>VAPA Coordinator</p> <p>Grant Coordinator</p> | <p>None</p> | <p>Outside sources of income will be accessed in order to help expand VAPA access to all students in SCUSD, with an emphasis on</p> |

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| | <p>student mental health.</p> <p>Seek/write grants that focus on culturally responsive arts education and focus on traditionally marginalized populations for schools with high numbers of these populations.</p> | <p>Music, Mr. Holland’s Opus Foundation, Music Will, etc.) to identify and apply for grants that can help to expand the scope and quality of arts education in SCUSD.</p> | <p>Arts Partner Organizations</p> | | <p>marginalized and underserved populations.</p> |
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Appendix (to be added after Board approval)

- VAPA/SEL Learning Framework Chart
- Prop 28/AMIM Grant Information from CDE
- Prop 28 Funding Allocation by School
- VAPA Dept Budget
- Schedule of DAT/CAT Meetings