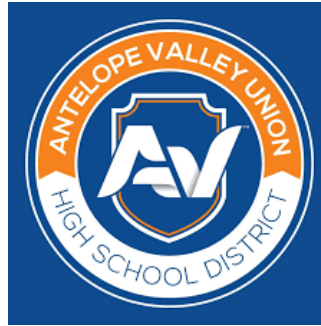


Antelope Valley Union High School District



Five Year Strategic Arts Plan 2022-2027

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The Development of the strategic plan for arts education is a partnership between the LA County Department of Arts and Culture, Arts Education Collective and the Antelope Valley Union High School District.

Antelope Valley Union School District Mission/Vision

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

Antelope Valley Union High School District Arts Education Background

The Antelope Valley Union High School District has art programs at each of their eight comprehensive high schools, alternative schools and within the dependent charter, Academies of the Antelope Valley.

The district offers a wide range of art courses in dance, music, theater, visual and media arts, with the majority being in the visual arts areas. In addition, every school has courses within the performing arts specifically within the music and theater fields. Advanced Placement Art courses have seen growth throughout the district. Students have access to strong Career Technical Education within the Arts, Media and Entertainment Sector through pathways that integrate the arts and career preparation standards.

Certification in areas such as Adobe Suite are available for students. These pathways include programs in the arts that the high school district has maintained even through uncertainty of education budgets.

Currently arts education has received a renewed focus due to the continued work and partnership with the LA Arts Education Collective, through federal, state and district funding. There has been an increase in the number of sections of courses in the arts, two new academies with a focus on the arts started in the fall of 2019 and school sites have been allocated funding for arts education.

In 2016 the Antelope Valley Union High School District became an *Arts Ed Collective* school district and engaged in a strategic planning process to develop their first five year strategic arts plan (2016-2021). During the implementation of the district's first strategic plan, the Arts Steering Committee elected to adopt and revise the Declaration of the Rights of All Students to Equity in Arts Learning as a new arts policy statement for the district. The revised Equity Statement is listed below:



The Declaration of the Rights of All Students to Equity in Arts Learning outlines each student’s right to have access to high-quality public arts education, regardless of their background, culture, language or geographic location.

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

WHEREAS, the Antelope Valley Union High School District recognizes and acknowledges that a quality arts education – which includes dance, music, theatre, and visual and media arts – is a core component of a comprehensive education for all students, 7-12, to prepare them for college, career and life.

WHEREAS, a quality arts education promotes critical thinking and problem-solving skills, which supports overall academic achievement in all core subjects and nurtures skills that help all students in the Antelope Valley Union High School District succeed in school and in life.

WHEREAS the Antelope Valley Union High School District recognizes that a quality arts education is an integral part of a multi-tiered system of support (MTSS) which includes academic, social-emotional learning, and behavioral development.

WHEREAS, we do adopt this declaration as follows:

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

1. The right to equitable access to 7-12 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, gender, culture, language, religion, national origin, geographical location or legal status.

Every student in the Antelope Valley Union High School District has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their background, culture, language or place of residence.

2. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning 7-12.

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

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

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

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

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

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

All students have the right to be supported by qualified leaders in their community and school who understand the benefits of an arts education to prepare them for college, career and life.

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

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

THEREFORE, BE IT RESOLVED, that the *Antelope Valley Union High School District* recognizes the impact that an arts curriculum has in the cognitive and social development of students and its role as an essential component of a comprehensive education;

THEREFORE, BE IT FURTHER RESOLVED, that the *Antelope Valley Union High School District* adopts this Declaration and commits to implementing the goals and priorities articulated in the district-wide Arts Education Strategic Plan.

In 2021, the district re-engaged in a strategic planning process to update and build a new vision and plan for arts education in the district.

October 2021 - March 2022, the district convened its Arts Steering Committee to develop the new five-year strategic arts plan. Through a consensus building process and building upon the achievements of the first plan, the following **new vision elements** were created to continue expanding the arts across the district.

With the new five-year plan, the district strives to implement the following:

- Sustainable, abundant resources and coordination
- Equitable access to all arts disciplines (dance, visual arts, music, theatre and media arts)
- Artistically driven professional development and collaboration
- Top to bottom articulated and supported career pathways and academies
- Community and career-oriented partnerships
- Professional standard exhibitions and performances
- Expanded curriculum and articulation of arts courses
- Promoted wellbeing and cultural understanding through the arts

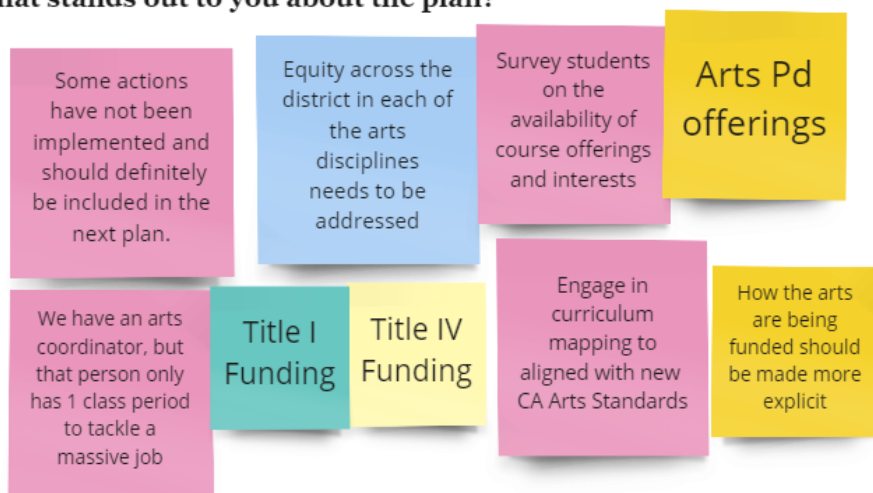
The committee then identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the newly developed vision for arts education.

<p style="text-align: center;">Strengths <i>Momentum toward our vision</i></p>	<p style="text-align: center;">Challenges <i>Forces resisting our new direction</i></p>
<ul style="list-style-type: none"> ● Experienced professional arts in the district and community ● Good arts spaces and facilities exist within the district ● Existing and articulated programs at some sites that could be duplicated at other sites ● A previous arts plan that serves as a foundation for creating the new plan ● An established Arts Steering Committee ● Showcasing of student work happens often within the district ● Most students have access to visual arts ● Increase support for the arts ● Professional development in the arts is still active ● Dedicated and strong arts educators ● A dedicated arts coordinator 	<ul style="list-style-type: none"> ● Some see the arts/or certain disciplines as a low priority ● Competing priorities and disinterest often distracts focusing on providing all students with equitable access ● Limited understanding of what’s needed for delivering sequential and articulated arts instruction/experiences ● The arts are not seen as viable for college and scholarships in the same way sports are ● Funding inequities exist across district ● There’s a need for full time arts coordination ● Limited facility spaces for the performing arts ● The Equity Statement developed during the first plan has not been adopted ● Inconsistent funding from site to site, resulting in notable difference in curriculum equity
<p>Opportunities</p>	
<ul style="list-style-type: none"> ● Promote recognition of student awards and scholarships ● Set deadline/date for adopting the Equity Statement ● Have the Arts Steering Committee develop a PD series for administrators ● Expand the arts coordination position ● Set up a system of communication across sites (build awareness of what’s happening in the arts) ● An opportunity to increase showcasing classes for incoming freshman 	

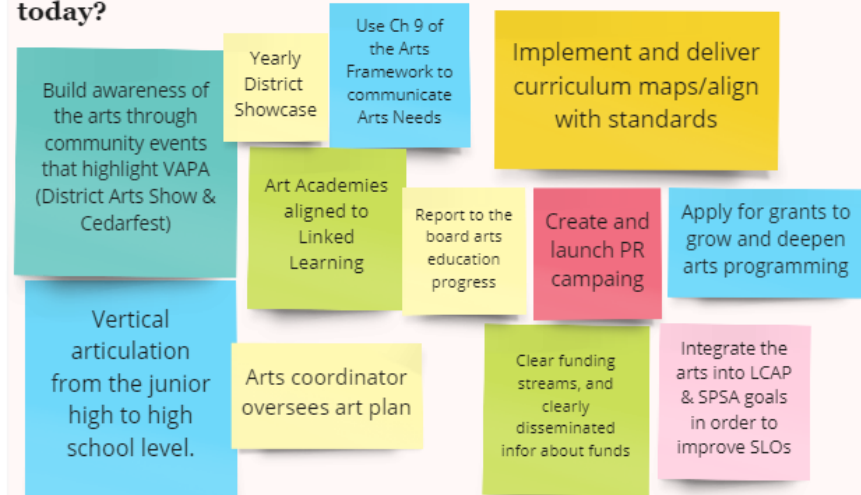
Review of the AVHSD 20 Visual and Performing Arts Strategic Plan

In looking to the future the AVHSD committee reviewed the previous Five Year Strategic Plan to reflect on accomplishments, gaps and challenges the district encountered in implementing the plan. The reflection also took into account items the committee felt were important to keep in mind as they moved forward with developing the new plan.

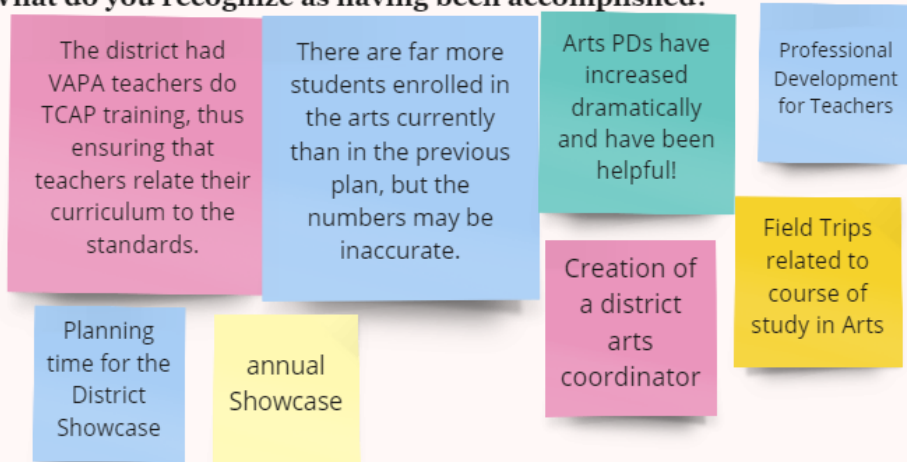
What stands out to you about the plan?



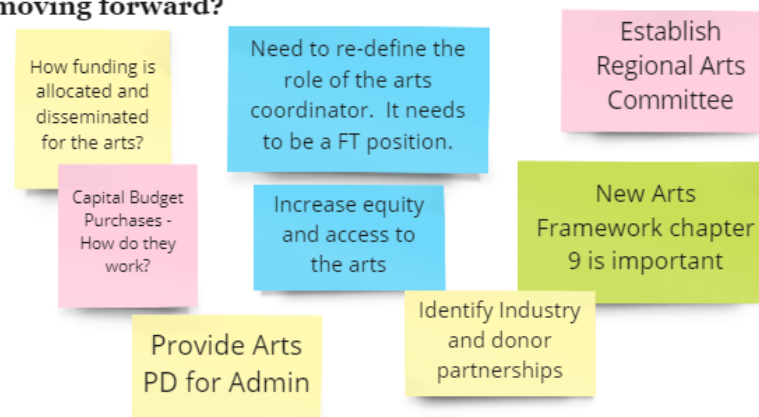
What goals and/or actions do you still see as being relevant today?



What do you recognize as having been accomplished?



What was not addressed in this plan that you would like to see moving forward?



STRATEGIC DIRECTIONS

To guide the new plan and to address the challenges, the committee reflected on the following question: *What creative and innovative actions can we take to address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGY: Coordination, Funding and Resources

Goal: Expand district level arts coordination

Goal: Establish and grow facilities and resources across all sites

Goal: Create Sustainable funding streams

STRATEGY: Curriculum and Instruction, Professional Development and Retention

Goal: Sustain and implement focused professional development

Goal: Provide equitable access to arts instruction

Goal: Expand and diversify curriculum and instruction offerings

Goal: Create annual site based wellbeing action plan

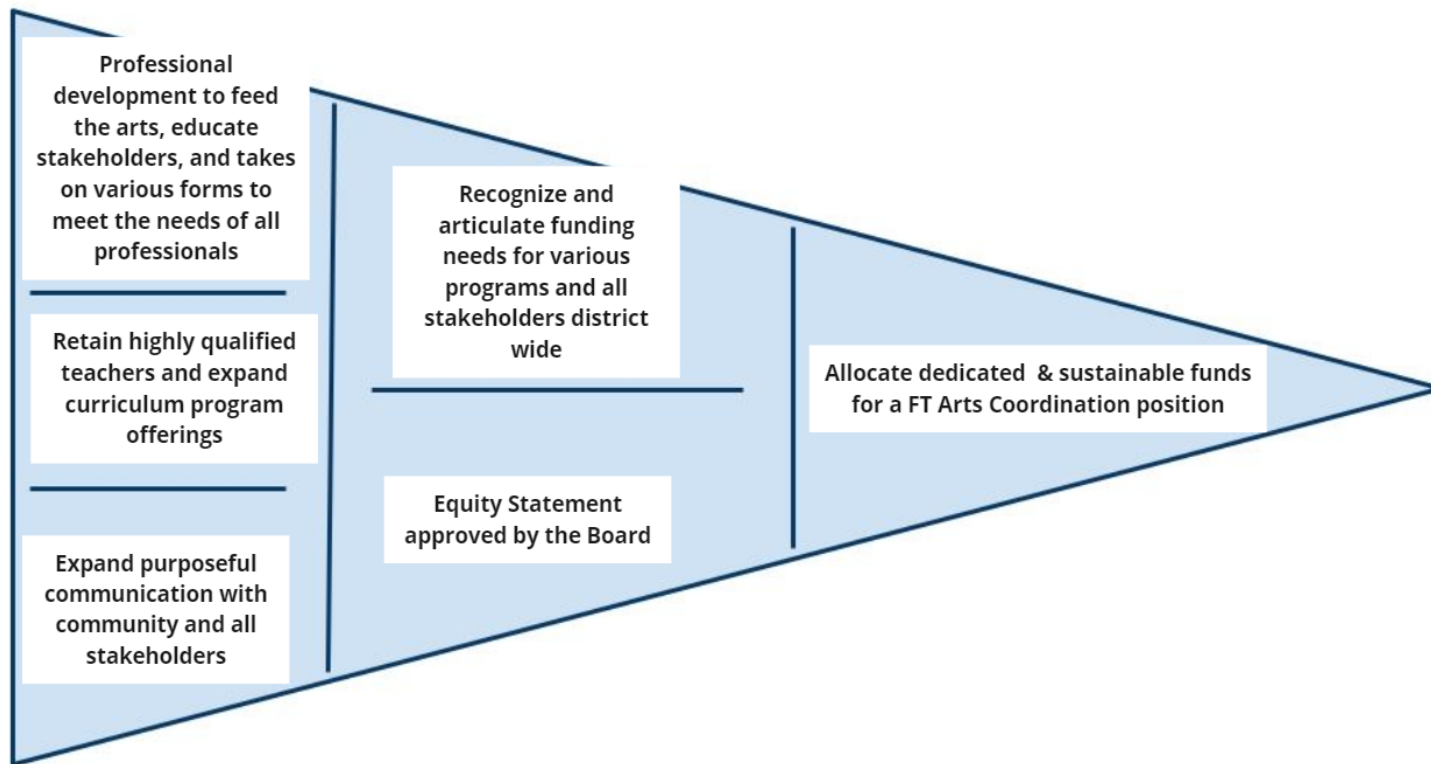
STRATEGY: Communication and Advocacy

Goal: Create a system for informing counselors on the various arts courses and opportunities for students

Goal: Promote and showcase student artistic achievements

PRIORITY WEDGE

Looking to the future and implementing goals within the 2021-2026 arts plan, the committee identified the highest leverage implementation actions to focus on. The areas below articulate the **first (front of the wedge)**, **second (center)** and **third level (back)** priorities.



**Phase I/Years 1-2 Implementation Plan
2022-2024**

Strategic Direction: Coordination, Funding and Resources

GOAL: Expand district level arts coordination

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Expand the arts coordinator position into two TSA's	<p>2022-2023</p> <ul style="list-style-type: none"> <input type="checkbox"/> Create a job description to outline the responsibilities of two TSA positions <input type="checkbox"/> Identify the funding source and present to the School Board for approval <p>2023-2024</p> <ul style="list-style-type: none"> <input type="checkbox"/> Implement the two TSA arts coordination model 	Betsy Mckinstry, Director of CTE, Amy Bodnar, Curriculum Coordinator	LCAP, Title 4	Board has approved job description and two TSA coordinators are in place to support implementing the arts from site to site
Set up a communication system that shares information of what's happening at each school site (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Decide what the mechanism for communication will be <input type="checkbox"/> Create a process for gather information from each site 	Arts Coordinator	No costs	Streamlined transparent system of communication

GOAL: Establish and grow facilities and resources across all sites

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Implement a survey to assess the needs for facilities and resources	<ul style="list-style-type: none"> <input type="checkbox"/> Create survey and disseminate <input type="checkbox"/> Create of report of survey results 	Arts Coordinator	Arts Steering Committee time and/or No costs	Outline of resource and facilities needs for each site
identify funding sources, including general bonds if	<ul style="list-style-type: none"> <input type="checkbox"/> Seek grants to support district arts needs <input type="checkbox"/> Apply for the Advancement Grant aligned 	Arts Coordinator	Arts Steering Committee	Funding sources have been established and allocations have

necessary, to ensure equity of facilities and equipment among all sites (Ongoing)	<ul style="list-style-type: none"> with a plan priority need <input type="checkbox"/> Seek outside funding streams (aerospace, creative economy, etc..) and <input type="checkbox"/> Create a list of potential funding options 		time and/or No costs	been distributed
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GOAL: Create sustainable funding streams

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Identify and include funding and support staff for the arts in the LCAP (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Identify how often the LCAP is updated and ensure that key arts priorities are included 	Betsy Mckinstry, Director of CTE, Amy Bodnar, Curriculum Coordinator	No costs or TBD	The arts are fully represented in the LCAP and equitable funding is allocated across sites
Develop approximate budgets needed per arts discipline or course to build transparent and equitable distribution of resources (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Meet with Department Chairs and site representative to do a needs assessment <input type="checkbox"/> Document the findings as an internal report 	Arts Coordinators, Department Chairs, Site Representatives	Release time	Data on what is needed for each arts course The arts are funded equitably from site to site

Strategic Direction: Curriculum and Instruction, Professional Development and Retention

GOAL: Sustain and implement focused arts professional development

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Deliver on-going professional development for teachers (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Use at least one full day for district level arts PD instead of campus level <input type="checkbox"/> Invite and engage administrators and have them document participation <input type="checkbox"/> Embed teacher collaboration time into PD offerings <input type="checkbox"/> Investigate discipline specific PD opportunities for arts specialists 	Curriculum Coordinator; Arts Coordinator	Title 2, Title 4, grants	Survey data of how many teachers attend PD PD offerings designed based on teacher input (agenda, attendance rosters, evaluations)

GOAL: Provide equitable access to arts instruction				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Adopt the Equity in the Arts Statement	<ul style="list-style-type: none"> <input type="checkbox"/> Review Equity Statement and set date to present to the School Board in 2022-2023 	Arts Steering Committee, Arts Coordinator	No costs	School Board approved Arts Education Equity Statement
Honor the needs of ALL students when delivering arts instruction and courses (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Investigate meeting with Teachers Union to discuss class sizes and potential for Teacher Aides to support special needs, IEPs, etc. <input type="checkbox"/> Advocate for providing a Teacher Aide when there are more than 10 students in a class with IEPs in one period 	Arts Coordinator	TBD	A strategy is in place to address the needs of students with special needs
Improve methods of marketing course options independent of counseling department (Ongoing)	<ul style="list-style-type: none"> <input type="checkbox"/> Seek additional ways to promote VAPA course offerings to existing VAPA classes every year <input type="checkbox"/> Potentially include teachers as part of promoting classes (e.g. Video Production classes could create promo videos for VAPA department and course offerings, etc.) 	Department Chairs, Arts Steering Committee, Coordinator of Guidance Services	TBD	Established class and course promotional content
Implement a district-wide 'course offerings survey' to support assessing what courses exist and where they are offered, in order to build a more equitable arts program (2022-2023)	<ul style="list-style-type: none"> <input type="checkbox"/> Gather and interpret existing data and report out on gaps 	Department Chairs, Arts Steering Committee, Arts Coordinator	No cost	Expanded arts offerings and more students gaining access to various arts disciplines and courses

GOAL: Expand and diversify curriculum and instruction offerings				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Research and survey student interest in current and additional arts options using Naviance and/or other district resources	<input type="checkbox"/> Create a report from data and share electives that show high demand and reflect student needs	Department Chairs, Arts Steering Committee, Arts Coordinator	No costs	Course offerings and electives implemented are based on student interest and needs
Share curriculum plans publicly and with all teachers for transparent understanding of programming and instructional offerings	<input type="checkbox"/> Conduct Digital Portfolio reviews in order show/provide a snapshot into arts curriculum per site <input type="checkbox"/> Expand portfolio assessments across all arts courses and or disciplines	Curriculum Coordinators, Department Chairs	Release planning time	A solidified system that supports ensuring equity and clarity of instructional practices delivered
Invite professional artists/musicians to lecture, provide residencies or to share information on careers in the arts (Ongoing)	<input type="checkbox"/> Create a shared document bank that lists the names of vetted professional artists that can be shared across sites <input type="checkbox"/> Support sites with utilizing the bank as a resource for selecting artists	Arts Coordinator	Planning time for school sites/teachers	Partnership that include arts professionals supporting arts learning
GOAL: Create annual site based wellbeing action plan				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create a Wellbeing subcommittee	<input type="checkbox"/> Recruit key individuals to be on committee (Counselors, SEL leads, etc.) <input type="checkbox"/> Define the purpose for having a district wellbeing plan <input type="checkbox"/> Set timeline and dates for developing the plan <input type="checkbox"/> Once plan is in place do an annual survey regarding the impact and progress of plan	District Lead Counselor, Arts Coordinator and Arts Steering Committee	Release time planning	An arts-based wellbeing plan in place

Advocate for participating in the Arts Ed Collective Creative Wellbeing Program	<input type="checkbox"/> Reach out to Arts Ed Collective to see what is in place for the program in 2022-2023 <input type="checkbox"/> Decide which school site would participate	Arts Coordinator	Release time	Select site and teachers participating and applying strategies learned during the series
Strategic Direction: Communication and Advocacy				
GOAL: Create a system for informing counselors on the various arts courses and opportunities for students				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Establish a way for Department Chairs to meet with administration to review, refresh and set the course offerings (Fall 2022 - ongoing)	<input type="checkbox"/> Get approval and schedule meeting dates <input type="checkbox"/> Review current course offering roster and make update suggestions	Arts Coordinator	No costs	<p>Course offering outline is clearly communicated and updated</p> <p>Students are registered into the appropriate level of all courses</p>
Meet with head counselors to review and discuss best ways to distribute VAPA Department course sequencing (Ongoing)	<input type="checkbox"/> Calendar dates and agenda <input type="checkbox"/> Investigate how counselors disseminate information <input type="checkbox"/> Create a communication portal for counselors to access (i.e establish an internal Wiki)	Department Chairs, Arts Steering Committee	No costs	<p>Counselors know the VAPA class sequences and place students appropriately</p> <p>Class sequences are sustained and updated as needed</p>
GOAL: Promote and showcase student artistic achievements				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue to implement the district-wide arts showcase (Ongoing)	<input type="checkbox"/> Update or continue to implement past protocols for executing the showcase <input type="checkbox"/> Ensure all communication mechanisms are in place	Arts Steering Committee, Arts Coordinator and Department Chairs	Title 4 and grants	<p>District showcase implement with evidence of collaboration with community</p> <p>Student artwork exhibited to a broad number of community members and constituents</p>

Uplift and continue site showcases (Ongoing)	<input type="checkbox"/> Follow systems and protocols for implementing <input type="checkbox"/> Encourage parent involvement	Arts Steering Committee, Arts Coordinator and Department Chairs	Site funds, Title 4	Site specific showcasing of student creativity and artwork aligned with CA Arts standards
Create a link that connects with the City, MOAH and AV Fairgrounds websites for showcases	<input type="checkbox"/> Find out what the best avenue will be for executing this action <input type="checkbox"/> Build relationships with the listed partners to establish a communications point person	Arts Steering Committee	TBD	Broader community awareness and attendance at showcases

**Phase II/Years 3-5 Implementation Plan
2024-2027**

Strategic Direction: Coordination, Funding and Resources

GOAL: Expand district level arts coordination

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Deepen communication with feeder schools to support program sustainability and growth along with ensuring alignment and recruitment needs	<ul style="list-style-type: none"> <input type="checkbox"/> Create the system for communicating and collecting data on what's needed <input type="checkbox"/> Reach out to feeder schools to gather information on existing arts programs <input type="checkbox"/> Compile information gathered 	Arts Coordinator	Release time	<p>Middle school arts programming aligned with HS arts programming</p> <p>Clearer understanding of what's needed to solidify articulation in the arts</p>

GOAL: Establish and grow facilities and resources across all sites

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Based on Phase I survey, create line item in district level or school site budget to address equipment, instrument & facility maintenance (2024-2025)	<ul style="list-style-type: none"> <input type="checkbox"/> Department Chairs meet with Principals to discuss budget needs 	Department Chairs	TBD based on needs	Schools have the facilities and equipment needed for all arts related courses
Based on Phase I survey: advocate for all schools to have spaces & equipment for performing arts (2025-2027)	<ul style="list-style-type: none"> <input type="checkbox"/> Department Chairs meet with Principals to discuss budget needs <input type="checkbox"/> Identify what spaces exist within the community that can be utilized as performance spaces (colleges, arts partners, halls, community centers, etc.) <input type="checkbox"/> Explore where building spaces can be added to campuses and within the district 	Department Chairs	TBD based on needs	Performing arts disciplines have access to the spaces and equipment/supplies needed to fully implement courses

GOAL: Create sustainable funding streams				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Generate sustainable budgets for each arts discipline (Budget Report)	<input type="checkbox"/> Based on report make sure that each site and discipline has what it needs to fiscally support implementation	Department Chairs, Arts Coordinator	TBD	Funding is being sustained in LCAP for implementing robust programs and courses

Strategic Direction: Curriculum and Instruction, Professional Development and Retention

GOAL: Sustain and implement focused arts professional development

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Arts Steering Committee implements professional development for administrators and counselors	<input type="checkbox"/> Develop PD focus and schedule date(s) <input type="checkbox"/> Create a survey for post PD feedback	Arts Steering Committee	Release time and materials	Principals' and other constituents engaged in advancing the arts at the site and district level

GOAL: Provide equitable access to arts instruction

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Offer workshops or extended learning opportunities outside of school day to provide expanded access to the arts	<input type="checkbox"/> Research what courses are already offered outside of the school day (CTE & Pathways) <input type="checkbox"/> Decide what courses work best extended learning and workshops <input type="checkbox"/> Identify who will teach or offer these opportunities after school	Department Chairs, Arts Steering Committee, Arts Coordinator	TBD	Extended learning in the arts offered after school
Conduct annual data collection on course offerings and student access to ensure equity goals are being met	<input type="checkbox"/> Create a survey to be disseminated at all sites to assess whether the equity statement is being maintained <input type="checkbox"/> Arts coordinator to follow up with sites in order address needs and gaps	Department Chairs, Arts Coordinator	Release time to plan/develop survey	An updated data report on student access to course offerings

GOAL: Expand and diversify curriculum and instruction offerings				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Implement entrepreneurial arts experiences in the various disciplines and genres	<ul style="list-style-type: none"> <input type="checkbox"/> Conduct portfolio reviews <input type="checkbox"/> Identify art galleries where student artwork can be displayed, auctioned or sold <input type="checkbox"/> Create a system for how the community can gain access to bid on and purchase student art work 	Arts Coordinator	TBD	<p>Student art work uplifted in the school district and community</p> <p>Students engaged in presenting, showcasing and selling their art work</p>
Create a Summer Arts Program	<ul style="list-style-type: none"> <input type="checkbox"/> Collect survey data/interest in summer arts courses to meet the demand at individual school sites <input type="checkbox"/> Design summer program, earmark funding and recruit teachers based on program design 	Arts Steering Committee, Arts Coordinator and Department Chairs, Curriculum Coordinator	TBD	Summer Arts Program launched
Begin offering the arts at the AVUHSD middle school	<ul style="list-style-type: none"> <input type="checkbox"/> Assess the need for instructors and explore the existing MS structures and how and where the arts can be incorporated <input type="checkbox"/> Design the best delivery system and selection of arts courses for serving middle school students 	Arts Coordinator	TBD	Evidence of middle school students receiving arts instruction aligned with CA Arts Standards and Framework
GOAL: Create annual site based wellbeing action plan				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Begin implementing the site based Wellbeing Plan	<ul style="list-style-type: none"> <input type="checkbox"/> Pilot plan at a designated school site <input type="checkbox"/> Track progress of implementing the plan 	Arts Coordinator, Arts Steering Committee, Department Chair of participating	TBD	Pilot program in place and Wellbeing Plan activated

		site		
Strategic Direction: Communication and Advocacy				
GOAL: Create a system for informing counselors on the various arts courses and opportunities for students				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create opportunities to showcase classes for incoming freshman	<input type="checkbox"/> Build and establish a relationship with MS arts teachers <input type="checkbox"/> Invite MS students to campuses to visit arts classes and tour the schools <input type="checkbox"/> Display samples of student work when MS students visit	Arts Coordinator, Department Chairs	TBD	Incoming freshmen have awareness of high school arts offerings
Create a list of post secondary options for arts students	<input type="checkbox"/> Share with Department Chairs <input type="checkbox"/> Build and share a resource bank of arts careers, scholarships, colleges and schools	Department Chairs, Arts Steering Committee, Arts Coordinator	TBD	Students have access to additional scholarship opportunities
GOAL: Promote and showcase student artistic achievements				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Promote students who get arts scholarships (through arts newsletter, ASB, etc.)	<input type="checkbox"/> Record arts scholarships received and identify where to post publicly	Department Chairs, teachers, Arts Coordinator	No costs	Student success and scholarships in the arts made public and shared with the community
Find opportunities to showcase student work in the arts throughout the community	<input type="checkbox"/> Identify local venues to display student work (e.g - middle schools, community centers, businesses, galleries, etc.)	Arts Coordinator, Arts Steering Committee	Release time to plan	Student work showcased beyond the walls of the school site

Create and expand the district arts website	<input type="checkbox"/> Revitalize, expand and update current showcase website <input type="checkbox"/> Assess what content should be added	Arts Coordinator, Arts Steering Committee, Department Chairs	TBD	Website updated and expanded beyond showcase use
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APPENDIX


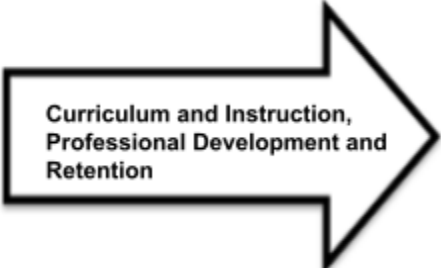
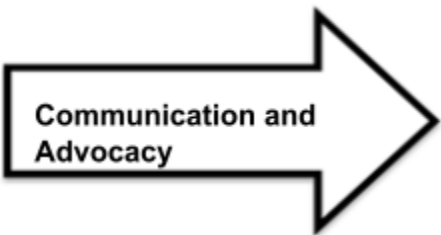
Vision Workshop Documentation **Strategic Directions Workshop Documentation** **AVUHSD Arts Steering Committee**

Antelope Valley Union High School District – Vision Elements

What do we want to see in place in five years as a result of our actions?

Sustainable, abundant resources and coordination	Equitable access to all arts disciplines (dance, visual arts, music, theatre and media arts)	Artistically driven professional development and collaboration	Top to bottom articulated and supported career pathways and academies	Community and career-oriented partnerships	Professional standard exhibitions and performances	Expanded curriculum and articulation of arts courses	Promoted wellbeing and cultural understanding through the arts
<p>Arts have the budget they need</p> <p>More funding for relevant and up to date equipment</p> <p>The digital arts classes have up-to-date, industry-standard computers and programs</p> <p>More time/planning periods for District Arts Coordinator</p>	<p>Equity in the Arts Statement to be district approved</p> <p>Equity/administrative support for funding the arts</p>	<p>Collaboration time/PD's for VAPA teachers</p> <p>Arts PD for administrators</p>	<p>College/Career-Readiness for art vocations or college tours</p> <p>Pathway support for counselors</p> <p>Recognition that arts is important to most, if not, all careers</p> <p>Sequence of classes ending in an advanced classes/capstone classes</p>	<p>Visiting artists</p> <p>Visiting professionals to share real world career information</p> <p>Regular guest speakers from the arts industry</p> <p>Identify industry donor partnerships</p> <p>New community partnerships for implementing the arts</p>	<p>Arts displays in the schools</p> <p>Student exhibitions and performances in public venues</p> <p>Student work out in the community</p> <p>Good quality yearly arts festivals</p> <p>Scholarships/awards/recognition for VAPA students during Senior Night</p>	<p>Articulation/communication with Junior High Arts Programs</p> <p>Middle school arts instruction is important so that HS isn't starting from scratch</p> <p>More arts courses offered at the junior high level</p> <p>Increase range of arts classes in the high schools (psh does not have dance or drama)</p> <p>More course options/flexibility</p> <p>Arts survey course for middle school</p>	<p>Culture investigated through the arts (after-school program)</p> <p>SEL for the Arts (Arts in Healing)</p>

Strategic Directions Workshop - “What creative, innovative actions can we take to address our challenges and move toward our vision?” This workshop generated the **goal areas** and **infrastructure pillars** (strategic directions) for the arts plan.

<p>Expand district level arts coordination</p> <ul style="list-style-type: none"> • Set systems of communication across sites and the district about the arts and what’s going on from site to site • Expand coordination with feeder schools • Hire a performing arts teacher to share the responsibilities and duties of district arts coordination with current visual arts teacher • Full-time district office level arts coordinator 	<p>Create sustainable funding streams</p> <ul style="list-style-type: none"> • Create approximate budgets per class type (from teachers) to help district/admin with equitable budgeting • Provide funds for nationwide visual arts competitions • Generate sustainable budgets for each arts discipline that allows for growth through organized cohorts and strong collaboration • Make sure that each site and discipline has what it needs fiscally to support implementation 	<p>Establish and grow facilities and resources across all sites</p> <ul style="list-style-type: none"> • Create a line item budget from district level to address equipment maintenance, growth in instruction resources • Ensure that all schools have facilities and equipment for performing arts • Survey and allocate funding including general bonds if necessary, to ensure equity of facilities, resources and equipment for all sites 	 <p>Coordination, Funding and Resources</p>
<p>Sustain and implement focused arts professional development</p> <ul style="list-style-type: none"> • Continue to deliver focused arts PD • Have “arts-only” PD include time to collaborate • Survey how many arts teachers attend PD and solicit the interest of other teachers • Have Arts Steering Committee create and present PD to administrators 	<p>Provide equitable access to arts instruction</p> <ul style="list-style-type: none"> • Set a deadline/date for adopting the equity statement • Provide aides to support working with students with special needs (consider the time that is needed to help all students) • Improve methods of marketing courses • Implement a district wide course offerings survey to support equitable access (what do students want) <p>Expand and diversity curriculum and instruction offerings</p> <ul style="list-style-type: none"> • Share curriculum plan (in the works) for further understanding of classes in the arts • Invite professional artists/musicians to lecture • Research and survey student interests in additional arts electives using Naviance • Retain highly qualified arts instructors who can deliver multiple subjects in the arts 	<p>Create annual site based wellbeing action plan</p> <ul style="list-style-type: none"> • Create a subcommittee • Assess how the plan would roll out at the school sites 	 <p>Curriculum and Instruction, Professional Development and Retention</p>
<p>Create a system for informing counselors on the various arts courses and opportunities for students</p> <ul style="list-style-type: none"> • Coordinate with counselors • Promote arts when counselors present class schedule to students 	<p>Promote and showcase student artistic achievements</p> <ul style="list-style-type: none"> • Create a district arts website • Promote students who get arts scholarships (through arts newsletter, ASB, etc.) • Promote arts through an Arts Day • Increase opportunities to showcase classes for incoming freshman • Find opportunities to showcase student work in the arts throughout the community 		 <p>Communication and Advocacy</p>

Antelope Valley Union School District Arts Steering Committee

Betsy McKinstry, Director of CTE
Amy Bodnar, Curriculum Coordinator
Evelyn Rivas, District Lead Art Teacher
Daniel Phelan, Teacher
Duane Roberson, Teacher
James Flores, Teacher
John Crocker, Teacher
Joshua Patterson, Teacher
Lindsey Pruitt, Teacher
Lynn Murphy, Teacher
M. Watton, Teacher
Ngoc Vu, Teacher
Norman Schmidtberger, Teacher
Thomas Hixon, Teacher
Tyrone Devoe, Teacher