

# Centinela Valley Union High School District

## Strategic Arts Plan

### 2018-2023

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The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and the Centinela Valley Union High School District. In 2017-2018 the District worked with Arts Ed Collective Coach, Sandy Seufert.

#### **Los Angeles County Arts Commission – Arts Education Collective**

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County's 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. [LACountyArtsEdCollective.org](http://LACountyArtsEdCollective.org)

## The District History of Arts Education (As of May 2018)

Centinela Valley Union High School District (CVUHSD) has a strong history of dedication and support for the arts. We have seen that when the arts are fostered, students become more engaged in their learning (of all content areas). CVUHSD is a creative and collaborative community offering quality visual and performing arts classes to all students as well as pathways for students interested in arts related careers. CVUHSD staff make an effort to inform students about opportunities that are available to them at the post-secondary level and in the art world. CVUHSD staff also strives to engage students in authentic and real-life artistic experiences that allow them to grow as individuals and to contribute positively to their community.

Over the past five years, CVUHSD has made substantial progress towards materializing its vision for arts education, which included strengthening comprehensive arts-based curriculum, developing community engagement, creating an environment for sustainability in arts education, and enhanced arts based instruction.

Each of the district's three comprehensive high schools offer courses in all art disciplines with full-time teachers in Dance, Music, and Visual Arts, and part-time teachers in Theatre. In addition, career pathways available to students include the Academy of Media Arts (Lawndale High School), Technical Arts & Design Academy (Hawthorne High School), and Multimedia Careers Academy (Leuzinger High School). The district embraces learning through multi-disciplinary perspectives and is recognized nationally for student achievement in integrating math and visual arts.

In 2015 CVUHSD hired a Regional Arts Coordinator in partnership with Hawthorne School District and Lawndale School District, with the objectives of looking at arts education from kindergarten through grade 12 and helping the school districts to expand or establish well-rounded arts education programs. The Regional Arts Coordinator has been instrumental in: facilitating curriculum articulation between the feeder middle schools and the high schools; facilitating artistic collaborations within schools, among schools, and among districts; and training the high school faculty in production design and management, which helped maximize the schools' human and material resources. In addition, the Regional Arts Coordinator has been instrumental in bringing professional productions to the high schools to complement the curriculum, and in implementing professional development in the arts for teachers of all subjects. The Regional Arts Coordinator also started an Arts Docents program consisting of parent volunteers dedicated to assist with the implementation of arts events (e.g., hospitality for guest artists, art exhibit docents, check-in at arts events).

Over the past year, CVUHSD saw an expansion of arts integration (enhanced art- based instruction) as teachers from all subjects, including staff from Loyde Continuation High School, have taken part in professional development sessions in the arts, brought their students to professional productions in Dance, Music, and Theatre, and implemented arts-based activities in their classrooms. In addition, parents' input during Local Control Accountability Plan meetings indicates a strong appreciation for arts education.

## Centinela Valley Union High School District Vision Statement

The Centinela Valley Union High School District is committed to providing an educational environment in which all students succeed. Students will be prepared to meet the challenges of higher education and the future demands of a modern technological society.

## Executive Summary

**Practical Vision Goals:** The Community Arts Team, a collection of District and Community stakeholders, met and answered the question, “If all things were possible, what would we want to see in five years as the result of our plan in arts education?” The following Goals were created from a brainstorming session based on their vision for CVUHSD. The full Practical Vision document can be found in the Appendix.

Meaningful and Relevant Professional Connections	Ongoing and Systemic Community Outreach	Dedicated and Sustainable Funding	Culturally Relevant and Responsive Arts Instruction	Extensive Expression and Exhibitions
High-Quality, Sequential Art Instruction as Core Curriculum	Rigorous and Thematic Integration of the Arts	Strategically Supported Creative Career Pathways	High-Quality and Relevant Professional Development	

## Current Reality

On January 29, 2018 The Community Arts Team of Centinela Valley Union High School District identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for the District.

Asterisks indicate key actions and priorities identified by the Community Arts Team  
 (\* = 1 vote, \*\* = 2-3 votes, \*\*\* = 4 or more votes)

Strengths		Challenges	
<i>Momentum Towards Vision</i>		<i>Forces Resisting Our New Direction</i>	
<ul style="list-style-type: none"> <li>● Arts exist in all schools *</li> <li>● District supports the arts at all levels</li> <li>● Collaboration between arts specialists and others</li> <li>● Excellent arts teachers *</li> <li>● Arts Coordination (Helene) ***</li> <li>● Some outstanding facilities exist</li> <li>● Developing pathways for parent engagement exist such as parents serving as Arts Docents **</li> </ul>		<ul style="list-style-type: none"> <li>● Inconsistent budgets **</li> <li>● Limited relevant professional development ***</li> <li>● Some District policies are restrictive to professional development *</li> <li>● Teachers not clear on how to engage parents **</li> <li>● Unrealistic expectations on teachers for work outside the school day **</li> <li>● Discontinuous and uncoordinated communication about arts events</li> </ul>	
<b>Current Reality from Data Review</b>			
<p>The district participated in The Arts Education Profile to assess the current status (2017-2018) of arts programming across the district. In addition, the group reviewed internal data on arts programming in the District, the online LA County Arts Ed Profile Tool, and the CREATE CA online Arts Education Data Project. The CAT team worked in specialized groups to review this data with a focus on capturing additional strengths challenges, and opportunities. The findings from the data review are summarized below:</p>			
Data Source	Strengths	Challenges	Opportunities
Arts Ed Profile – <b>Dance, Theatre, Music and General Arts Instruction</b>	Dance: <ul style="list-style-type: none"> <li>● Full time dance teacher at each high school</li> <li>● After-school color guard, cheerleading, and drill team</li> <li>● Dance taught during the school day</li> </ul> Theatre: <ul style="list-style-type: none"> <li>● Offered in all schools but not at the same level</li> </ul> Music: <ul style="list-style-type: none"> <li>● SLAM after school at Loyde</li> <li>● In all schools</li> </ul>	<ul style="list-style-type: none"> <li>● Music equipment needed (new and maintenance on a regular basis) *</li> <li>● Need for trained Drama teacher **</li> <li>● Dedicated space (Hawthorne)</li> <li>● Funding</li> <li>● Language and educational barriers between educational staff and students/families</li> </ul>	<ul style="list-style-type: none"> <li>● Community outreach</li> <li>● Live art performances</li> </ul>

<b>Arts Ed Profile –Visual Arts, Media Arts and General Arts Instruction</b>	<ul style="list-style-type: none"> <li>● Visual Arts and Music offered in all schools</li> <li>● Technology used in Visual Arts in 75% of schools</li> <li>● Credentialed full-time teachers much higher than average</li> <li>● 100% doing Knowledge and Performance-Based Assessment</li> <li>● There is more collaboration that done previously</li> <li>● Robust Media Arts at Lawndale and Leuzinger High Schools</li> </ul>	<ul style="list-style-type: none"> <li>● Challenge to offer Visual Arts in after-school programs as well as Music, Dance, and Theater</li> <li>● Need for more relevant, specialized, professional development for the arts</li> <li>● Theatre and Dance have the lowest number of full-time teachers</li> <li>● Scheduling challenges limit arts education choices available to students</li> <li>● Technology equipment is limited for Dance teachers</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize the teachers that we already have who are experts</li> <li>● Local artists are available but need pay</li> <li>● Mattel Co. and other corporate sponsors</li> <li>● Entertainment Industry</li> <li>● Media Relations departments of large companies</li> <li>● Direct Marketing companies</li> </ul>
<b>Arts Ed Profile – Community and Financial Support</b>	<ul style="list-style-type: none"> <li>● Arts assemblies, field trips, performances conducted by LA County arts organizations; #1 Music Center; #2 Segerstrom Center for the Arts; Shows funded by Arts Ed Collective grant **</li> <li>● Arts Ed Collective Advancement Grant</li> <li>● Arts Events/Exhibits (as seen in the internal arts matrix data)</li> <li>● Arts Docents (Community Members)</li> <li>● LCAP (Local Control Accountability Plan) Funding</li> </ul>	<ul style="list-style-type: none"> <li>● Not enough assemblies, field trips, performances to ensure that all students participate *</li> <li>● Funding and allocations are not explicitly detailed in the data *</li> <li>● How do community members contribute their views on financial and community support?</li> </ul>	<ul style="list-style-type: none"> <li>● Business owners in the community</li> <li>● Retired/Senior community members</li> <li>● Community organizations</li> <li>● University/College partners</li> <li>● Community artists from diverse backgrounds</li> <li>● Professional/Industry Partnerships</li> </ul>
<b>Arts Ed Profile –Findings and Considerations</b>	<ul style="list-style-type: none"> <li>● No strengths listed in this section</li> <li>● Findings point to opportunities for growth</li> <li>● All sites have professional development for the arts</li> </ul>	<ul style="list-style-type: none"> <li>● Some schools have less than 1 FTE for Theatre</li> <li>● Few after-school arts programs</li> </ul>	<ul style="list-style-type: none"> <li>● Utilize local companies for Work Based Learning Opportunities? Such as guest speakers *, Field Trips *, Internships, and Job Shadows</li> </ul>
<b>Arts Education Data Project – Online Data on Secondary Schools, Statewide (2014-2015)</b>	<ul style="list-style-type: none"> <li>● Centinela Valley has more arts participation overall than the State at 43%; other schools had 38% participation</li> </ul>	<ul style="list-style-type: none"> <li>● Less higher level/advanced classes</li> <li>● Less variety in arts course offerings</li> </ul>	<ul style="list-style-type: none"> <li>● Low 9<sup>th</sup> grade participation in the arts – if we increase 9<sup>th</sup> grade participation, there will be more opportunities for advancement to higher level courses</li> </ul>
<b>LA County Arts Ed Profile Tool – Online Data from LA County Schools, 2015</b>	<ul style="list-style-type: none"> <li>● Compared with Inglewood USD, CVUHSD had more arts disciplines offered and more FTE (Full Time Employees) and after-school arts-related activities</li> <li>● Redondo Beach Unified SD had zero dance, much more Media Arts FT Equivalent staff and no after-school programs, as compared with CVUHSD</li> <li>● Gardena High had more Media Arts and less of other Full Time Equivalents in other art forms</li> <li>● More variety of arts instruction and opportunities offered at CVUHSD than many other local districts</li> </ul>	<ul style="list-style-type: none"> <li>● Fewer Media Arts courses in CVUHSD when compared with 3 local schools/districts</li> </ul>	<ul style="list-style-type: none"> <li>● Communicating/promoting what is happening internally and in the community through Continuous and Coordinated Communication</li> </ul>

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Centinela Valley Union High School District Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team moved forward actions from the previous arts plan, created in 2014 and developed the following strategic directions, goal areas, and actions to support implementation based on the Current Reality of the District. (The full Strategic Directions document can be found in the Appendix)

### 1. Strengthen Comprehensive Arts Based Curriculum and Instruction

Goal 1: Develop a Well-Rounded, Articulate Arts Curriculum

Goal 2: Establish Links Between Arts and Careers

Goal 3: Support Ongoing Professional Development for Teachers and Administration

Goal 4: Align Arts, Staff, and Courses

### 2. Create a Comprehensive Environment for Sustainability in Arts Education

Goal 1: Build Systems to Support Long-Term Sustainability

Goal 2: Evaluate Program Effectiveness to Support a Culture of Continued Improvement

### 3. Develop Internal and External Community Engagement and Investment

Goal 1: Establish and Maintain Community Partnerships

Goal 2: Engage Parents Through Multiple Opportunities

Goal 3: Engage in Outreach and Communication

Strategic Direction #1: Strengthen Comprehensive Arts-Based Curriculum and Instruction						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks June-Aug	Quarter 2 Tasks Sept-Nov	Quarter 3 Tasks Dec-Feb	Quarter 4 Tasks Mar-May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #1: Develop a Well-Rounded, Articulate Arts Curriculum</b>						
Action: Integrate VAPA into other subjects	VAPA teachers meet/plan with Regional Arts Coordinator to plan standards-based PD for non-VAPA teachers  Identify through data pull which courses have low achievement/intervention and focus arts integration on those classes/individuals	Deliver PD to non-VAPA teachers during Professional Learning Opportunity Time (PLO) or Lunchtime →	Survey Professional Development participants for feedback	Identify and showcase integrated units/projects in classrooms  Utilize survey response data to promote future Professional Development and increase participants	Extra Duty for teacher participation in Professional Development  Point Persons: Director of Federal & State Programs  Regional Arts Coordinator	Professional Development Schedule  Survey results: Number of teachers participating  Number of subjects represented  Impact of the PD on teaching practices
Action: Establish articulated rigorous arts curriculum with sequential beginning, intermediate, advanced and AP levels	Pre-Quarter One: Set up a meeting with counselors to inform about the proper or ideal sequencing of courses  Hold Summer Professional Development with VAPA teachers to develop pacing plans, sequence alignments, and course alignments	Conduct a course-alike pacing plan check-in  Implement Pathway Map Process for each arts discipline	Review course sequences with counselors  Meet with Associate Principal in charge of counselors and create meeting/protocols	Conduct a course-alike pacing plan check-in	No budget implication  Point Persons: Director, Federal and State Programs  Regional Arts Coordinator	Finalized arts pathway maps
Action: Develop further the checks and balances to prevent misplacement of students in upper-division arts classes	Pre-Quarter One: Set up a meeting with counselors to inform about the proper or ideal sequencing of courses	Present Arts Pathway Maps to counselors during their monthly meetings.	Review course sequences and placement criteria with counselors		No budget implication  Point Person: Director, Federal and State Programs	Finalized arts pathway maps  Calendar of checks and balances to be implemented for accurate course placement

Action: Utilize VAPA integration to support culturally relevant curriculum	Pre-Quarter One: Submit Arts Advancement Grant  Select artists from approved roster (LA County Arts Commission)	Process and finalize contracts	Deliver Professional Development to teachers and conduct a survey around professional productions and PD  Presentation of Professional Productions in schools →		Extra Duty for teacher participation in Professional Development  Point Person: Regional Arts Coordinator	Professional Development Schedule  Survey Results: Number of teacher participating  Number of subjects represented  Impact of the Professional Development on teaching practices
<b>Goal #2: Establish Links Between Arts and Careers</b>						
<i>This goal will be addressed in Phase 2</i>						
<b>Goal #3: Support Ongoing Professional Development for Teachers and Administration</b>						
Action: Provide Specialized Professional Development Opportunities for VAPA Teachers that focuses on A-G/Grad Requirements to support college/career readiness for all	Pre-Quarter One: Contact high school and college counselors to develop a PD plan for arts teachers →  Calendar development and dissemination →	Delivery of PD and post surveys on effectiveness of PD →			Extra Duty for teacher participation in Professional Development  Point Person: Director, Federal and State Programs	Number of teacher participating
Action: Provide Specialized Professional Development Opportunities for VAPA Teachers in their respective fields	Pre-Quarter One: Have VAPA Teachers submit requests for types of PD	Calendar development and dissemination →			Extra Duty for teacher participation in Professional Development  Point Persons: Director, Federal and State Programs  Regional Arts Coordinator	Survey Results: Number of teacher participating  Number of subjects represented  Impact of the Professional Development on teaching practices
<b>Goal #4: Align Arts, Staff, and Courses</b>						
<i>This goal will be addressed in Phase 2</i>						



Strategic Direction #2: Create a Comprehensive Environment for Sustainability in Arts Education						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks June-Aug	Quarter 2 Tasks Sept-Nov	Quarter 3 Tasks Dec-Feb	Quarter 4 Tasks Mar-May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #1: Build Systems to Support Long-Term Sustainability</b>						
Action: Inventory school/classroom needs	Develop process for annual identification of needs and ordering	Integrate new materials in teaching/adjust lessons to reflect use of new materials			No budget implication for inventory  Site and District Materials budgets to address needs  Point Persons: VAPA Chair in collaboration lead teacher in each course	Evidence of process development and implementation  Types of projects  Overall students' skills in that course
Action: Cultivate and continue to grow feeder school collaboration and articulation	Create calendar for hosting young audiences  Create calendar for visiting teachers from middle schools	Ensure that at least one event for students takes place →			No budget implication  Point Person: Regional Arts Coordinator	Quantity: # of events & # of participants  Quality: Report on students' level of engagement; survey on what was learned
Action: Encourage ongoing Board engagement in the Arts and identify ways for them to actively engage	Establish art exhibits/performances outside of the Board room →  Gather student artwork to be displayed in the District Office for the 2018-2019 school year and mount new exhibitions.	Produce the Annual CVUHSD District Arts Show Opening	Ongoing display of the CVUHSD District Arts Exhibit→		No budget implication for exhibit  LCAP funding for Art Opening  Point Person: Regional Arts Coordinator	Quantity: # of events; # of students & teachers involved  Quality: Feedback from Board Members & admin staff
Develop and commit to a supportive and sustainable budget for the arts in general and in the LCAP	Evaluate how other districts are including the Arts in the LCAP.	Use these tools with the Community Arts Team and present findings at Annual LCAP Stakeholder meetings. →			Budget: Contingent on Data analysis and LCAP Committee input	LCAP Stakeholder meeting presentation materials  Inclusion of Arts in the LCAP

**Goal #2: Evaluate Program Effectiveness to Support a Culture of Continued Improvement**

<p>Action: Identify and collect data points that reflect the Arts Plan in LCAP (Assess systems, resources, personnel, facilities, communication channels, A-G completion rates)</p>	<p>Identify data points that reflect the goals and actions in the CVUHSD Arts Plan</p> <p>Collect baseline data to be included in the 2018-2019 LCAP reporting.</p>				<p>No budget implication</p> <p>Point Person: Director, Federal and State Programs</p>	<p>Analysis of the data and inclusion of that analysis in the LCAP/district website</p>
<p>Action: Convene Community Arts Team to evaluate progress towards meeting goals of CVUHSD Art Plan and establish actions for Phase 2</p>		<p>Establish Community Arts Team members and schedule meeting(s)</p>	<p>Convene Community Arts Team →</p>		<p>LCAP funding for substitute teachers for attendees</p> <p>Point Person: Regional Arts Coordinator and Director, Federal and State Programs</p>	<p>Schedule of meeting(s), agenda(s), minute(s)</p>

Strategic Direction #3: Develop Internal and External Community Engagement and Investment						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks June-Aug	Quarter 2 Tasks Sept-Nov	Quarter 3 Tasks Dec-Feb	Quarter 4 Tasks Mar-May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal #1: Establish and Maintain Community Partnerships						
Action: Coordinate work-based learning opportunities for students with community partners as part of the curriculum	Research organizations that match high school students with arts internships. →  Research post-secondary institutions that offer programs.				Pathway Connections Specialist	Number of internships established and the number of student participants in internships
Goal #2: Engage Parents Through Multiple Opportunities						
Action: Grow Arts Docents Program	Identify/provide opportunities for parent/community engagement →  Create and identify specific parent volunteer opportunities →	Train parents how to volunteer in arts classrooms →  Inform teachers on how to proactively use parent volunteers →			Regional Arts Coordinator	Number of parents engaged in the program  Number and variety of projects with which the parent docents participate  Establish and implement structures to support self-management
Goal #3: Engage in Outreach and Communication						
Action: Actively publicize and promote the arts program to the community	Identify key dates for following year and establish a calendar; ensure master calendar items are posted on school/district online calendars  Establish checklists/timelines for ensuring that events are planned for and implemented effectively	Implement the calendar/checklists/timeline →			Regional Arts Coordinator	Calendars  Timelines  Checklists  # of postings and locations (electronically, physically, etc.)

Strategic Direction #1: Strengthen Comprehensive Arts Based Curriculum and Instruction				
Phase	Goals and Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #1: Develop a well-rounded, articulate arts curriculum</b>				
2 and 3	Action: Integrate VAPA into other subjects	<p>VAPA teachers meet/plan with Regional Arts Coordinator to plan standards-based PD for non-VAPA teachers</p> <p>Identify through data pull which courses have low achievement/intervention and focus arts integration on those classes/individuals</p> <p>Deliver PD to non-VAPA teachers during Professional Learning Opportunity Time (PLO) or Lunchtime</p> <p>Survey Professional Development participants for feedback</p> <p>Identify and showcase integrated units/projects in classrooms</p> <p>Utilize survey response data to promote future Professional Development and increase participants</p> <p>Explore adding language to all teacher applications that indicates that a background in arts is "Highly Desirable"</p>	<p>No budget implication</p> <p>Point persons: Director of Federal &amp; State Programs and Director of Human Resources</p> <p>Regional Arts Coordinator</p>	<p>Professional Development Schedule</p> <p>Survey results: Number of teachers participating</p> <p>Number of subjects represented</p> <p>Impact of the PD on teaching practices</p> <p>Revised job postings</p>
2 and 3	Action: Utilize VAPA integration to support culturally relevant curriculum	<p>Submit Arts Advancement Grant</p> <p>Process and finalize contracts</p> <p>Deliver Professional Development to teachers and conduct a survey around professional productions and PD</p>	<p>Cost of the Professional Development contracts</p> <p>Extra Duty for teacher participation in Professional Development</p> <p>Point person: Regional Arts Coordinator</p>	<p>Completed Grant Application/Secure funding for projects</p> <p>Board approval of contracts</p> <p>Calendar of Professional Development and Post-Survey results</p>
2 and 3	Action: Incorporate appropriate current technology/media	<p>Survey/input on relevant technology/media</p> <p>Professional Development on selected technology/media</p>	<p>Cost of purchase of identified technology/media</p> <p>Point person: Director of Federal &amp; State Programs</p>	<p>Survey results</p> <p>Professional Development Calendar and feedback</p>

2	Action: Connect with individual students for correct placement and understanding	Develop and implement protocol for getting feedback from students on the accuracy of their arts course placement	No cost implications  Point person: Director, Federal and State Programs	Written protocol  Analysis of student feedback to inform effectiveness of Phase 1 Efforts and inform next steps
<b>Goal #2: Establish links between arts and careers</b>				
2	Action: Establish College and Career Readiness by aligning courses to potential careers and college majors	Add college/career information to the Arts Pathway Maps  Utilize Arts Pathway Maps as communication tool with variety of stakeholders: parents, students, counselors, etc.	Point Person: Director, Federal and State Programs	Arts Pathway Maps posted online and in course catalogs.
2	Action: Emphasize art course offerings that fulfill A-G requirements	Add A-G information to the Arts Pathway Maps  Utilize Arts Pathway Maps as communication tool with variety of stakeholders: parents, students, counselors, etc.	Point Person: Director, Federal and State Programs	Arts Pathway Maps posted online and in course catalogs.
<b>Goal #3: Support ongoing professional development for teachers and administrators</b>				
2 and 3	Action: Provide Specialized Professional Development Opportunities for VAPA Teachers that focuses on A-G/Grad Requirements to support college/career readiness for all	Contact high school and college counselors to develop a PD plan for arts teachers  Calendar development and dissemination  Delivery of PD and post surveys on effectiveness of PD	Extra Duty for teacher participation in Professional Development  Point Person: Director, Federal and State Programs	Survey Results: Number of teacher participating  Number of subjects represented  Impact of the Professional Development on teaching practices
2 and 3	Action: Provide Specialized Professional Development Opportunities for VAPA Teachers in their respective fields	Have VAPA Teachers submit requests for types of PD  Calendar development and dissemination	Extra Duty for teacher participation in Professional Development  Point Persons: Director, Federal and State Programs  Regional Arts Coordinator	Survey Results: Number of teacher participating  Number of subjects represented  Impact of the Professional Development on teaching practices
<b>Goal #4: Align arts, staff, and courses</b>				
2	Action: Maintain current and explore creative hiring practices to procure quality arts educators	Explore posting job notices through statewide professional arts organizations	No budget implication  Point Persons: Dir., Federal and State Programs and Dir. of Human Resources	Jobs posted in a variety of outlets.
2	Action: Align qualified staff to provide equity in VAPA course offerings at all campuses	Inventory school site course offerings and align with respective teacher credentials. Identify gaps and communicate with site admin. and Human Resources division.	Point Persons: Dir., Federal and State Programs and Dir. of Human Resources	Inventory  Filling of any identified gaps

Strategic Direction #2: Create a Comprehensive Environment for Sustainability in Arts Education				
Phase	Goals and Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #1: Build systems to support long-term sustainability</b>				
2 and 3	Action: Inventory school/classroom needs	<p>Develop process for annual identification of needs and ordering</p> <p>Integrate new materials in teaching/adjust lessons to reflect use of new materials</p> <p>Train teachers on how to follow up on orders and be proactive in the ordering/delivery of their materials</p>	<p>No budget implication for inventory</p> <p>Site and District Materials budgets to address needs</p> <p>Point Persons: VAPA Chair in collaboration with lead teacher in each course</p>	<p>Evidence of process development and implementation</p> <p>Demonstrated use of new materials in projects</p>
2 and 3	Action: Cultivate and continue to grow feeder school collaboration and articulation	<p>Create calendar for hosting young audiences</p> <p>Create calendar for visiting teachers from middle schools</p> <p>Ensure that at least one event for students takes place during each quarter</p>	<p>No budget implication</p> <p>Point Person: Regional Arts Coordinator</p>	<p>Quantity: number of events and number of participants</p> <p>Quality: Report on students' level of engagement; survey on what was learned</p>
2 and 3	Action: Encourage ongoing Board engagement in the Arts and identify ways for them to actively engage	<p>Establish art exhibits/performances outside of the Board Room</p> <p>Gather student artwork to be displayed in the District Office for the 2018-2019 school year and mount new exhibitions.</p> <p>Produce the Annual CVUHSD District Arts Show Opening</p> <p>Ongoing display of the CVUHSD District Arts Exhibit, including performing arts through electronic displays</p>	<p>No budget implication for exhibit</p> <p>LCAP funding for Art Opening</p> <p>Point Person: Regional Arts Coordinator</p>	<p>Quantity: number of events; number of students &amp; teachers involved</p> <p>Quality: Feedback from Board Members &amp; admin staff</p>
2 and 3	Maximize physical and human resources (staff and facilities)	<p>Annually assess the discipline area(s) that are available at each school site, student need/school enrollment, and discipline-specific facilities (appropriate for discipline). (Do facilities match course offerings? Do course offerings meet the needs of the student population?)</p>	<p>Budget: No budget for assessment</p> <p>General Funds if adjustments to Facilities/Personnel are recommended</p>	<p>Assessment Results and Recommendations Report</p> <p>Alignment of Personnel/Facilities/Student need</p>
2 and 3	Develop and commit to a supportive and sustainable budget for the arts in general and in the LCAP	<p>Evaluate how other districts are including the Arts in the LCAP.</p> <p>Engage/create the LCAP Parent Advocacy Group</p> <p>Use these tools with the Community Arts Team and present findings at Annual LCAP Stakeholder meetings. →</p>	<p>Budget: Contingent on Data analysis and LCAP Committee input</p>	<p>LCAP Stakeholder meeting presentation materials</p> <p>Inclusion of Arts in the LCAP</p>

<b>Goal #2: Evaluate program effectiveness to support a culture of continued improvement</b>				
2 and 3	Action: Identify and collect data points that reflect the Arts Plan in LCAP (Assess systems, resources, personnel, facilities, communication channels, A-G completion rates)	Ongoing collection and reporting of data points that reflect the goals and actions in the CVUHSD Arts Plan	No budget implication  Point Person: Director, Federal and State Programs	Analysis of the data and inclusion of that analysis in the LCAP/district website
2 and 3	Action: Convene Community Arts Team to evaluate progress towards meeting goals of CVUHSD Arts Plan and establish actions for Phase 2.	Establish Community Arts Team members and schedule meeting(s)  Convene Community Arts Team →	LCAP funding for substitute teachers for attendees  Point Person: Regional Arts Coordinator and Director, Federal and State Programs	Schedule of meeting(s), agenda(s), minute(s)
2 and 3	Action: Encourage teachers to research and pilot best practices and share their findings with colleagues	Engage teachers in identifying the area with which they would like to explore best practices  Support teachers in piloting a best practice, collecting data, and sharing their findings	Point Person: Regional Arts Coordinator, Director of Curriculum, and Director, Federal and State Programs	Teacher data shared in school site newsletters/during collaboration meetings

Strategic Direction #3: Develop Internal and External Community Engagement and Investment				
Phase	Goals and Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal 1: Establish and maintain community partnerships</b>				
2 and 3	Action: Coordinate work-based learning opportunities for students with community partners as part of the curriculum	Research organizations that match high school students with arts internships. →  Research post-secondary institutions that offer programs.	Pathway Connections Specialist	Number of internships established and the number of student participants in internships
2 and 3	Action: Assess and engage regional and community assets	Annually research all arts related venues and sources as links to curriculum.  Research potential sponsors for arts events and activities, such as local businesses and corporations who provide funding or in-kind services.  Connect with and maintain community connections for Take Part, feeder districts, Arts Ed Collective, local residents, and area businesses  Participate in community/regional performances and events  (Engage CVUHSD board of education for the above.)	Budget: Personnel Time  Point Person: Director, Federal and State Programs	Ongoing updated list of community partners and funders  List of donations of services and funds provided
2 and 3	Action: Develop a coordinator/Lead teacher position (site based/extra duty) to support community partnerships and work-based learning	Develop job description for Site Arts Lead Teacher (ensure that there is no overlap between this position and the VAPA Chairperson)  Include these positions in the Community Arts Team  Facilitate communication between Regional Arts Coordinator and site teachers/administration  Collaborate with Pathway Connections Specialist about WBL opportunities for the arts  Support implementation of Arts Plan, site arts events, and professional productions	Budget: LCAP funding for Extra Duty  Point Person: Director, Federal and State Programs (develop description, secure funding, post position), Pathway Connections Specialist (support communication with identified partners), and Regional Arts Coordinator (communicate with Site Arts Lead Teachers)	Ongoing updated list of community partners  Log of established WBL opportunities
<b>Goal 2: Engage parents through multiple opportunities</b>				



2 and 3	Action: Grow Arts Docents Program	<p>Conduct ongoing recruitment</p> <p>Continue to Facilitate background checks</p> <p>Review infrastructure of the Arts Docent Program and the guidelines for program volunteers</p> <p>Encourage participation of Arts Docents in the Arts Appreciations PD for parents (see Action: Provide arts appreciation professional development for parents (teacher-led))</p>	<p>Budget: included the current work of the Regional Arts Coordinator and the Community Liaisons</p> <p>Point Person: Community Liaisons, Title I Family Engagement Specialist, Regional Arts Coordinator</p>	<p>Updated Arts Docent Program guidelines for program volunteers</p> <p>Ongoing list of Arts Docents</p> <p>Log of Docents and activities they engaged in</p>
2	Action: Develop Boosters to fundraise and support arts programs	<p>Educate parents on the tasks of a booster club for the arts.</p> <p>Research Booster Clubs best practices, resource materials, and how other schools implement booster clubs for the arts</p> <p>Implement Arts Booster Clubs at each high school</p>	<p>Budget: included in the current work of the Title I Family Engagement Specialist</p> <p>Point Person: Title I Family Engagement Specialist</p>	<p>Constitution document for each newly developed Arts Booster Club</p>
2 and 3	Action: Provide Arts Appreciation professional development for parents (teacher-led)	<p>Collaborate with the Parent Liaisons to schedule and invite parents to the Parent PD through the site Parent Centers</p>	<p>Budget: included the current work of the Regional Arts Coordinator</p> <p>Point Person: Regional Arts Coordinator</p>	<p>Attendance log of parents attending Arts Appreciation PD</p>
<b>Goal 3: Engage in outreach and communication</b>				
2 and 3	Action: Actively publicize and promote the arts program to the community	<p>Identify key dates for following year and establish a calendar; ensure master calendar items are posted on school/district online calendars</p> <p>Establish checklists/timelines for ensuring that events are planned for and implemented effectively</p> <p>Communicate calendar to local media outlets, social media, Associated Student Board personnel, school newspaper staff, Multimedia Careers Academy (MCA) Productions, Academy of Media Arts, and other community venues</p>	<p>Budget: Budget: included the current work of the Regional Arts Coordinator</p> <p>Point Person: Regional Arts Coordinator, Art Lead Teachers (pending position fulfillment), Cami Vogel's position</p>	<p>Attendance at events</p> <p>Number and variety of venues through which activities are promoted</p> <p>Number of social media reactions (likes/retweets/etc.)</p>

## Appendix

### Practical Vision for Arts Education Answering the question – “If all things were possible, what would we want to see in our District in five years in arts education?”

December 11, 2017, Revised 1/29/18

Meaningful and Relevant Professional Connections	Ongoing and Systemic Community Outreach	Dedicated and Sustainable Funding	Culturally Relevant and Responsive Arts Instruction	Extensive Expression and Exhibitions	High-Quality, Sequential Art Instruction as Core Curriculum	Rigorous and Thematic Integration of the Arts	Strategically Supported Creative Career Pathways	High-Quality and Relevant Professional Development
Partnerships with Professionals	Engage community – Parents, Middle Schools, Senior Citizens	Funding for Art Materials and Supplies	Celebrated diversity through a worldly lens of inclusion	Multiple Gallery Space exist throughout the District	Make Arts a required component of the curriculum	Artistic Expression exists across disciplines using Project Based Learning	Professionalization of the Arts – Visual and Performing Arts and Career and Technical Ed.	Appropriate Professional Development for Arts Teachers
Expanded Linked Learning Community Partnerships	Arts Docents – a group that is self-managed and sustainable	State of the Art work/performance spaces and equipment	The artistic vision of community cultures is fully honored	More student artwork on the walls	Arts within the Core	Thematic instruction is widely used for integration	Graduates continuing arts careers with full scholarships	Funding for art training – staff development relevant to arts instructors
Ability to partner with university students/faculty	Arts bring people together	Funding for arts is included in the annual budget		Art installations and performances on and off campus	More Arts disciplines – Dance, Theatre, Chorus, Digital/Media Arts	Arts integration strategies are continually evolving and respond to 21 <sup>st</sup> Century needs		Professional Development fosters and nurtures teacher creativity
Ability to connect students with Local Artists	Strong support from Parents, Admin, District, City Leaders	Attracting sponsorships because of quality performance		Student-designed spontaneous artistic expressions exist on campus				
Various art experiences available – visits/trips	Arts Promotion and Arts Awareness Appreciation	There is an ongoing list of possible sponsorships		Culminating events				
Expand additional opportunities for Arts Field Trips	The Arts are visible in the communities	Using more student events as fundraisers		“Airing” student performance on student-led TV				
				Student-Designed community spaces (indoor + outdoor)				
				To see arts in the streets in the communities				

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Centinela Valley Union High School District Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team moved forward actions from the previous arts plan, created in 2014 and developed the following strategic directions, goal areas, and actions to support implementation based on the Current Reality of the District.

### 1. Strengthen Comprehensive Arts Based Curriculum and Instruction

#### Goal 1: Develop a Well-Rounded, Articulate Arts Curriculum

##### Actions:

- a. Establish articulated, rigorous arts curriculum with sequential beginning, intermediate, advanced, and Advanced Placement levels of instruction
- b. Incorporate appropriate current technology/media
- c. Integrate VAPA into other subjects
- d. Utilize VAPA integration to support culturally relevant curriculum
- e. Develop further the checks and balances to prevent misplacement of students in upper-division arts classes
- f. Connect with individual students for correct placement and understanding

#### Goal 2: Establish Links Between Arts and Careers

##### Actions:

- a. Establish College and Career Readiness by aligning courses to potential careers and college majors
- b. Emphasize art course offerings that fulfill A-G requirements

#### Goal 3: Support Ongoing Professional Development for Teachers and Administration

##### Actions:

- a. Provide specialized professional development opportunities for VAPA teachers
- b. Continue to attract outside professional artists to work with teachers

#### Goal 4: Align Arts, Staff, and Courses

##### Actions:

- a. Maintain current and explore creative hiring practices to procure quality arts educators
- b. Align qualified staff to provide equity in VAPA course offerings at all campuses

### 2. Create a Comprehensive Environment for Sustainability in Arts Education

#### Goal 1: Build Systems to Support Long-Term Sustainability

##### Actions:

- a. Encourage ongoing Board engagement in the Arts
- b. Develop and commit to a supportive and sustainable budget for the arts in general and in the LCAP
- c. Inventory school/classroom needs
- d. Maximize physical and human resources (staff and facilities)
- e. Cultivate and grow feeder school collaborative articulation

**Goal 2: Evaluate Program Effectiveness to Support a Culture of Continued Improvement**

**Actions:**

- a. Identify and collect data points that reflect the Arts Plan in LCAP
  - o Assess systems, resources, personnel, facilities, communication channels, A-G completion rates
- b. Encourage teachers to research and pilot best practices and share their findings with colleagues
- c. Convene Community Arts Team Meeting to evaluate progress towards meeting goals of CVUHSD Art Plan and establish actions for Phase 2

**3. Develop Internal and External Community Engagement and Investment**

**Goal 1: Establish and Maintain Community Partnerships**

**Actions:**

- a. Coordinate work-based learning opportunities for students with community partners as part of the curriculum
- b. Assess and engage regional and community assets
- c. Develop a position/coordinator to schedule/coordinate work-based learning opportunities (art-specific)

**Goal 2: Engage Parents Through Multiple Opportunities**

**Actions:**

- a. Develop Boosters to fundraise and support arts programs
- b. Provide art appreciate professional development for parents (teacher-led)
- c. Grow the Arts Docent Program

**Goal 3: Engage in Outreach and Communication**

**Actions:**

- a. Actively publicize and promote the arts program to the community
- b. Conduct outreach to local business/corporations for funding and workforce development

**Members of the Community Arts Team**

<b>NAME/TITLE</b>	<b>ROLE</b>	<b>E-MAIL</b>
<b>Gregory O'Brien, Ed.D.</b>	District Superintendent	obrieng@centinela.k12.ca.us
<b>Alma Castro, Associate Principal</b>	Site Administrator	castroa@centinela.k12.ca.us
<b>Hatha I. Parrish, Director of Federal and State Programs</b>	District Representative	parrishh@centinela.k12.ca.us
<b>Helene Trudeau, South Bay Regional Arts Coordinator</b>	Community Representative/District Arts Coordinator	helene@helenetrudeau.com
<b>Jack Wilburn, Arts Department Chair</b>	Teacher, High School	wilburnj@centinela.k12.ca.us
<b>Jim Tarouilly, Associate Principal</b>	Site Administrator	tarouilluj@centinela.k12.ca.us
<b>Kacie Yoshida, CTE Pathway Specialist</b>	CTE/STEM Educator	yoshidak@centinela.k12.ca.us
<b>Kamala Dextre, CTE Pathway Specialist</b>	CTE/STEM Educator	santosk@centinela.k12.ca.us
<b>Kelly Santos, Assistant Superintendent, Educational Services</b>	Superintendent/Deputy Superintendent	santosk@centinela.k12.ca.us
<b>Maria Ariana</b>	Parent Rep	
<b>Mariann Siders</b>	Feeder School Art Teacher	Marian_Seiders@lawndalesd.net
<b>Michael Cassio, Arts Department Chair</b>	Teacher, High School	cassiom@centinela.k12.ca.us
<b>Rich Allen, Arts Department Chair</b>	Teacher, High School	allenjr@centinela.k12.ca.us
<b>R. Treno</b>	Parent	
<b>Viviana Hernandez, Family Engagement Specialist</b>	Parent/Community Involvement	hernandezv@centinela.k12.ca.us

## Centinela Valley Union HSD Board Policy Visual And Performing Arts Education BP 6142.6

### Instruction

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants district flexibility in "Tier 3" categorical programs. The Centinela Valley Union High School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee. The Governing Board 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. The district's arts education program shall provide opportunities for appreciation, creation, and performance of the arts. (cf. 6143 - Courses of Study) (cf. 6146.1 - High School Graduation Requirements) The Board shall adopt academic standards for dance, music, theatre, and visual arts that describe the skills, knowledge, and abilities that students shall be expected to possess at each grade level. The district's standards shall meet or exceed state content standards for each of these disciplines. (cf. 6011 - Academic Standards) The Superintendent or designee shall develop a sequential curriculum for dance, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following strands: 1. Artistic perception: processing, analyzing, and responding to sensory information through the use of language and skills unique to each arts discipline 2. Creative expression: composing, arranging, and performing a work and using a variety of means to communicate meaning and intent in one's own original works

3. Historical and cultural context: understanding the historical contributions and cultural dimensions of an arts discipline 4. Aesthetic valuing: analyzing and critically assessing works of dance, music, theatre, and visual arts 5. Connections, relations, and applications: connecting, comparing, and applying what is learned in one arts discipline to learning in the other arts, other subject areas, and careers (cf. 6141 - Curriculum Development and Evaluation) The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation. In addition, the Board encourages teachers to incorporate a variety of media and technologies into lessons, presentations, and explorations in each of the arts disciplines. (cf. 0400 - District Technology Plan) (cf. 1312.2 - Complaints Concerning Instructional Materials) (cf. 6161 - Equipment, Books and Materials) (cf. 6161.1 - Selection and Evaluation of Instructional Materials) (cf. 6161.11 - Supplementary Instructional Materials) (cf. 6161.3 - Toxic Art Materials) (cf. 6162.6 - Use of Copyrighted Materials) (cf. 6163.1 - Library Media Centers) The Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement adopted instructional materials. (cf. 4131 - Staff Development) The Superintendent or designee shall encourage, as a supplement to teacher instruction, the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities. (cf. 1230 - School-Connected Organizations) (cf. 1240 - Volunteer Assistance) (cf. 1260 - Educational Foundation) (cf. 1700 - Relations between Private Industry and the Schools) (cf. 3290 - Gifts, Grants and Bequests)

(cf. 6020 - Parent Involvement) (cf. 6153 - School-Sponsored Trips) The Superintendent or designee shall regularly evaluate and report to the Board regarding the implementation of arts education at each grade level and program effectiveness in enabling students to meet academic standards. (cf. 0500 - Accountability)

Legal Reference: EDUCATION CODE 8820-8830 Arts Work Visual and Performing Arts Educational Program 8950-8957 California summer school of the arts 32060-32066 Toxic art supplies 35330 Field trips 51210 Course of study, grades 1-6 51220 Course of study, grades 7-12 51225.3 Graduation requirements 58800-58805 Specialized secondary programs 60200-60206 Instructional materials, elementary schools 60400-60411 Instructional materials, high schools 99200-99206 Subject matter projects UNCODIFIED STATUTE SB 77, Ch. 171, Statutes of 2007, Item 6110-265-0001 Arts and music block grant Management Resources: CSBA PUBLICATIONS Maximizing School Board Leadership: Curriculum Development, 1996 CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS Visual and Performing Arts Framework for California Public Schools: Kindergarten through Grade 12, 2004 Visual and Performing Arts Content Standards, January 2001 Arts Education Program Toolkit: A Visual and Performing Arts Program Assessment Process, 2001 WEB SITES: CSBA: <http://www.csba.org> Arts Education Partnership: <http://aep-arts.org> California Alliance for Arts Education: <http://www.artsed411.org> California Arts Council: <http://www.cac.ca.gov> California Art Education Association: <http://www.caea-arteducation.org> California Association for Music Education: <http://www.calmused.com> California Dance Education Association: <http://www.cdeadance.org> California Department of Education, Visual and Performing Arts: <http://www.cde.ca.gov/ci/vp>

California Educational Theatre Association: [http://www.cetoweb.org/ceta\\_pages](http://www.cetoweb.org/ceta_pages) The California Arts Project: <http://csmp.ucop.edu/tcap>

Policy CENTINELA VALLEY UNION HIGH SCHOOL DISTRICT adopted: December 14, 2010 Lawndale, California