

## MAGNOLIA PUBLIC SCHOOLS FIVE YEAR STRATEGIC ARTS PLAN

### Mission Statement:

*Magnolia Public Schools provides a safe and nurturing community using a whole-child approach to provide a high-quality, college preparatory STEAM educational experience in an environment that cultivates respect for self and others.*

### Vision Statement:

*Graduates of Magnolia Public Schools commit to building a more peaceful and inclusive global society by transforming traditional ideas with creative thinking, effective communication, and the rigor of science.*

### Magnolia Campuses:

*Magnolia Public School STEAM charter schools throughout Southern California are enrolling high school, middle school, and elementary students from the areas of Reseda, Van Nuys, Northridge, Granada Hills, Chatsworth, North Hills, Lake Balboa, North Hollywood, Sun Valley, Arleta, Mission Hills, Panorama City, Valley Glen, Carson, Bell, Santa Ana, San Diego, and Los Angeles.*

### Magnolia Current State of VAPA:

*Currently, Magnolia Public Schools (MPS) offer arts education to students ranging from transitional kindergarten to 12th grade on 8 of 10 campuses. MPS offers an all-inclusive arts education setting to students in various ways including, but not limited to, college prep academic courses, advanced placement (AP) courses, and after-school clubs. The MPS art education program consists of single-subject arts and arts integration classes taught by credentialed single-subject arts teachers and credentialed multi-subject teachers in secondary and elementary classes, respectively. MPS continues to maintain a strong visual arts program promoting growth through honors and AP arts courses.*

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## 5-Year Strategic Arts Plan Overview

Magnolia Public Schools first joined the Arts Ed Collective in 2016 and completed their first strategic arts plan in 2017. In the fall of 2022, Magnolia Public Schools (MPS) began the process of developing a new 5-year Arts Strategic Plan that is aligned with the District's vision and mission. In partnership with a coach (Jill Newman) from the Los Angeles County Arts Ed Collective, MPS organized a Community Arts Team (CAT) of 11 people with representation from a variety of MPS administrators, Visual and Performing Arts (VAPA) teachers, principals, and the school psychologist. The CAT met virtually in 2022 and 2023 on November 30, February 8, and March 8, and was completed and finalized by a small committee including the Director of Curriculum and Instruction, VAPA Coordinator, and the MPS Arts TOSA on April 26, May 17, and May 31.

The Strategic Arts Plan builds upon the MPS's mission and vision. The Plan expands their current state of VAPA to both bring equity in VAPA to their student population of 2,763 across 8 schools, and create a robust STEAM curriculum with arts at its core; along with science, technology, and math.

## Magnolia Public Schools Community Arts Team Members

TITLE	NAME	E-MAIL
Chief Academic Officer	Erdoğan Acar, MPS	eracar@magnoliapublicschools.org
Community Member	Ismael Soto	Soto.art@verizon.net
Associate Vice President at the Education At the Music Center	Keith Wyffels	kwyffels@musiccenter.org
Director of Educational Services	Will Gray, MPS	wgray@magnoliapublicschools.org
District Art TOSA	Brandi Pease, MPS	bpease@magnoliapublicschools.org
District VAPA Coordinator	Jenn Rivera, MPS	jrivera@magnoliapublicschools.org
Dean, Middle School	Sam Fagnoli, MPS	sfagnoli@magnoliapublicschools.org
Principal, Middle School	Laura Schlottman, MPS	lschlottman@magnoliapublicschools.org
School Psychologist	Ashley Tena, MPS	agutierrez@magnoliapublicschools.org
Teacher, Elementary School	Elaine Nardini, MPS	enardini@magnoliapublicschools.org
Teacher, High School	Sunny Jung, MPS	sjung@magnoliapublicschools.org

## Los Angeles County Department of Arts and Culture

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the mission of ensuring that LA County's 1.5 million public school students receive a quality and well-rounded arts education by expanding teaching and learning, and by building political and public will.

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. <https://www.lacountyartsedcollective.org/>

Our collective impact approach addresses complex challenges by coordinating the efforts of diverse stakeholders around our common goal. Collective partners stimulate cross-sector dialogue that leads to well informed, field-driven strategies for promoting system-wide progress on advancing arts education. Arts Ed Collective staff and coaches work with school districts to build infrastructure to increase quality, quantity and equity of the arts instructio

## Transformative Systems Change

Through shifting cultural practices, educational systems are poised to provide students with access to a broader scope of creative and artistic experiences. By questioning the status quo, and embracing that arts education provides students with expansive critical thinking and a growth mindset, one begins to develop a greater understanding of the possibilities that live within the five arts disciplines and the elements of each discipline.

The practice of strategic planning leverages opportunities to provide all students with access to an arts education where they discover and gain the literacy of each art form, including dance, media arts, music, theatre and visual arts. Culturally responsive pedagogy lifts up students' heritage, lived experiences and backgrounds. Students develop vocabulary, technical skills and historical context along with the ability to respond and connect to and through the arts.

When we frame the conversation around arts education, the California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve (Arts Standards) form the structural support.

## Through the planning process three key STRATEGIC DIRECTIONS emerged:

1. **Operationalize VAPA into Magnolia Culture**
2. **Enhance VAPA Sustainability Org Wide**
3. **Create Equitable Opportunities for Quality VAPA Instruction**

MPS recognizes that the VAPA are core curriculum, according to California Education Code 51210 and 51220, and will work towards ensuring that all students have equitable access to high-quality, sequential, standards-based instruction in the Visual and Performing Arts in order to positively impact their educational experience and develop their creative potential.

## Magnolia VAPA Vision:

Through this strategic arts planning process, the Community Arts Team established vision points for arts engagement in the district over the next five years. By 2028, MPS VAPA programs will encompass:





## Magnolia Public School Current Reality:

The VAPA Planning Team 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 VAPA Current Reality for the district:

### **STRENGTHS: *momentum toward our vision*** (prioritized list)

1. MPS leadership is reviewing the charter petition to embed VAPA core values
2. Capable and motivated staff in places at multiple schools
3. Strategic arts plan
4. Arts Coordinator and Art TOSA's
5. Magnolia leadership & staff in support of the arts
6. VAPA coordinator
7. Advancement Grant
8. Strong visual arts programs at MSA 1 and MSA SA
9. Belief
10. Mentality
11. US! VAPA Planning Team
12. MPS loves to expand the mind of the youth by offering many extracurricular courses

### **CHALLENGES: *forces resisting our new direction*** (prioritized list)

1. Prioritize and Protect VAPA funding
2. Lack of full time VAPA staff at some schools
3. Embed VAPA into MPS policy
4. Finding teachers that are fully credentialed and familiar with the VAPA standards
5. Need for clarity in knowing how everyone can help support the arts
6. Facilities to house VAPA teachers and materials
7. Reviewing curricular offering to ensure protected time for VAPA to collaborate
8. Many people do not have experience with the arts and may have the same default setting
9. Many people do not have experience with the arts and may have the same default setting
10. Due to state/national standards, the arts are valued less within schools at the default level
11. Ca\$h money

## Magnolia Current Reality: continued

The VAPA Planning Team 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 VAPA Current Reality for the district:

### **OPPORTUNITIES: *possibilities for achieving our vision*** (prioritized list)

1. Arts dashboard for measurability and accountability
2. Prioritize and Protect VAPA funding
3. LA area arts opportunities
4. Create Art College pipelines with MPS Counselor
5. MSA 2 and MSA 5 will be constructing new facilities in the near future. Space can be dedicated and constructed with VAPA in mind
6. Equity between schools for VAPA programs
7. MSA 1 has acquired a new building that can be remodeled to include dedicated space for VAPA
8. Digital Media funding opportunities
9. Partnerships with local arts colleges - Art Center, OTIS, Cal\_Arts
10. Be a true STEAM org vs. STEM + A
11. Get clarity on Prop 28 and make a plan - funding starts in July 2023!
12. Embed VAPA into MPS policy

# Strategic Directions

The Magnolia Public Schools VAPA Team reflected on creative and innovative actions to address their challenges and move toward their vision. As a result, the following strategic directions and goal areas were developed to support implementation. They were evaluated by determining what specific equation of content + infrastructure + sustainability would yield equitable and sustainable VAPA education for the district.

## STRATEGIC DIRECTION 1

### Operationalize VAPA into Magnolia Culture

- Goal 1
- Goal 2
- Goal 3

- Embed VAPA in Cross-curricular Design
- Formalize Org Wide Commitment to VAPA
- Generate VAPA Enthusiasm and Buy-in Among Administration

## STRATEGIC DIRECTION 2

### Enhance VAPA Sustainability Org Wide

- Goal 1
- Goal 2
- Goal 3

- Develop VAPA Partnerships
- Prioritize and Protect VAPA Funding
- Identify Additional VAPA Funding Streams

## STRATEGIC DIRECTION 3

### Create Equitable Opportunities for Quality VAPA Instruction

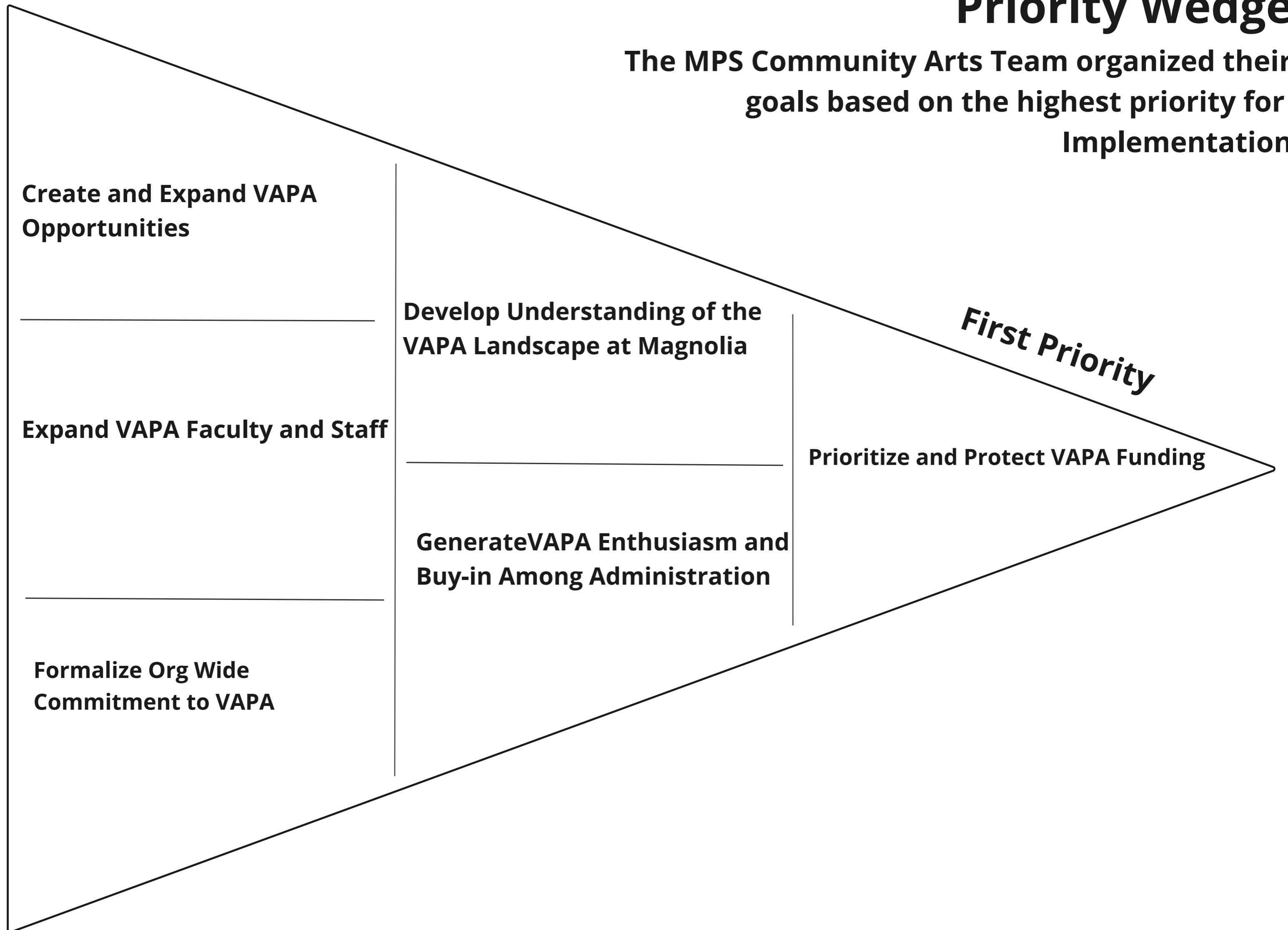
- Goal 1
- Goal 2
- Goal 3

- Develop Understanding of the VAPA Landscape at Magnolia
- Create and Expand VAPA Opportunities
- Expand VAPA Faculty and Staff



# Priority Wedge

The MPS Community Arts Team organized their goals based on the highest priority for Implementation



**Strategic Direction I: Phase I**  
**Operationalize VAPA into Magnolia Culture**  
**PHASE I: 2023- 2024**

Goal	ACTION	TASKS	POINT PERSON	BENCHMARK/ TIMELINE
Goal 2: <b>Formalize Org Wide Commitment to VAPA</b>	Include language explicitly naming Strategic Arts Plan as guiding document in Charter	1. Revise Charter	Director of Educational Services	Fall 2023  Strategic Arts Plan is included in Charter.
Goal 2: <b>Formalize Org Wide Commitment to VAPA</b>	Revise Portrait of a Graduate to include VAPA component	1. Identify VAPA components important to instill upon graduate 2. Include components into portrait	Director of Educational Services	Spring 2024  VAPA milestones are included in Portrait of a Graduate
Goal 3: <b>Generate VAPA Enthusiasm and Buy-in Among Administration</b>	Prioritize role of VAPA in STEAM Expo	1. Secure prominent location for VAPA competition at expo 2. Showcase selection of highest quality VAPA projects 3. Director of Ed Svs. and VAPA Coordinator develop publicity plan for student and teacher participation in Expo 4. Ensure all arts TOSAs are invited to all STEAM Expo planning meetings	VAPA Coordinator	Spring 2024  VAPA is prominent and featured at STEAM Expo
Goal 3: <b>Formalize Org Wide Commitment to VAPA</b>	Create template for individual school site Arts Plans	1. Identify what is necessary for school site arts plan (allowable expense categories, instruction-able outcomes, Prop 28) 2. Create and disseminate template 3. Review calendar, check-in with school sites and review process	VAPA Coordinator + Team	Winter 2023  Template for individual school site Arts Plans is complete.
Goal 3: <b>Formalize Org Wide Commitment to VAPA</b>	Each individual site/school develops an individual VAPA plan for what they have in place and how they intend for it to grow	1. Principal identifies people involved in creating plan (team) 2. Receive template and example plans from VAPA Coordinator 3. Set up and host meetings with support of Arts Ed Collective Coach 4. Submit plan to VAPA Coordinator	VAPA Coordinator	Spring 2024  Each site/school has a completed individual VAPA plan
Goal 3: <b>Formalize Org Wide Commitment to VAPA</b>	Individual school site plans get approved by site principals and submitted to VAPA Coordinator	1. Have plan reviewed and approved by site principal 2. Submit plan to VAPA coordinator	VAPA Coordinator + Team	Spring 2024  Individual school site plans are principal approved and submitted to VAPA Coordinator

Highlighted

= Same actions + tasks that meet Strategic Direction II: **Enhance VAPA Sustainability Org Wide**, Goal 2: **Prioritize and Protect VAPA Funding**

**Strategic Direction II: Phase I**  
**Enhance VAPA Sustainability Org Wide**  
**PHASE I: 2023- 2024**

GOAL	ACTION	TASKS	POINT PERSON	BENCHMARK/ TIMELINE
Goal 3: <b>Identify Additional VAPA Funding Streams</b>	Connect with OCD Team to identify funding opportunities	1. Director of Educational Services will conduct monthly check-ins with OCD on opportunities	Director of Education Services	Fall 2023 Monthly meetings with OCD team are held
Goal 2: <b>Prioritize and Protect VAPA Funding</b>	Create template for individual school site Arts Plans	1. Identify what is necessary for school site arts plan (allowable expense categories, instruction-able outcomes, Prop 28) 2. Create and disseminate template 3. Review calendar, check-in with school sites and review process	VAPA Coordinator + Team	Winter 2023 Template for individual school site Arts Plans is complete.
Goal 2: <b>Prioritize and Protect VAPA Funding</b>	Each individual site/school develops an individual VAPA plan for what they have in place and how they intend for it to grow	1. Principal identifies people involved in creating plan (team) 2. Receive template and example plans from VAPA Coordinator 3. Set up and host meetings with support of Arts Ed Collective Coach 4. Submit plan to VAPA Coordinator	VAPA Coordinator	Spring 2024 Each site/school has a completed individual VAPA plan
Goal 2: <b>Prioritize and Protect VAPA Funding</b>	Individual school site plans get approved by site principals and submitted to VAPA Coordinator	1. Have plan reviewed and approved by site principal 2. Submit plan to VAPA coordinator	VAPA Coordinator + Team	Spring 2024 Individual school site plans are principal approved and submitted to VAPA Coordinator

**Strategic Direction III: Phase I**  
**Create Equitable Opportunities for Quality VAPA Instruction**  
**PHASE I: 2023-2024**

Goal	ACTION	TASKS	POINT PERSON	BENCHMARK/ TIMELINE
Goal 1: <b>Develop Understanding of the VAPA Landscape at Magnolia</b>	VAPA Coordinator visits all school sites to gather information and develop understanding of staff capacity	1. Schedule school site visits with VAPA staff 2. Conduct interviews 3. Take information gathered to monthly meetings or Home Office depending on content	VAPA Coordinator	Fall 2023

Highlighted

= Same actions + tasks that meet Strategic Direction I: **Operationalize VAPA into Magnolia Culture**, Goal 3: **Formalize Org Wide Commitment to VAPA**

**Strategic Direction I: Phase II**  
**Operationalize VAPA into Magnolia Culture**  
**PHASE II: 2024- 2026**

Goal	ACTION	TASKS	POINT PERSON	BENCHMARK/ TIMELINE
Goal 2: <b>Prioritize and Protect VAPA Funding</b>	Individual School Sites implement Plan	1. VAPA Coordinator checks in on individual school 2. Site plan implementation and provides support as needed	Principals + School Site Team	Fall 2024
Goal 2: <b>Formalize Org Wide Commitment to VAPA</b>	Install VAPA programs at each school site (based on individual school site VAPA plans)	1. Utilize individual school site VAPA plans to hire new teachers 2. Utilize individual school site VAPA plans to secure space 3. Utilize individual school site VAPA plans to conduct arts integration	Principal with Support of VAPA Coordinator	2024-2025 School Year; In place by Fall 2025
Goal 3: <b>Generate VAPA Enthusiasm and Buy-in Among Administration</b>	Develop a clear understanding of STEAM Expo roles and goals for VAPA instructors	1. Establish Teacher requirements for participation 2. Track teacher participation 3. Submit participation to Director of Ed Svs. then to site principals for inclusion in teacher evaluations	VAPA Coordinator + Arts TOSAs	Spring 2025
Goal 2: <b>Formalize Org Wide Commitment to VAPA</b>	Each school site conducts review of new and expanded VAPA programming	1. Principal conducts review 2. Principal establish next step plan (template provided by VAPA coordinator) 3. Principal submits plan to VAPA Coordinator	Principal with Support of VAPA Coordinator	Spring 2026

- Highlighted = Same actions + tasks that meet Strategic Direction II: **Enhance VAPA Sustainability Org Wide**, Goal 2: **Prioritize and Protect VAPA Funding**
- Highlighted = Same actions + tasks that meet Strategic Direction III: **Creating Equitable Opportunities for Quality VAPA Instruction**, Goal 3: **Expand VAPA Faculty and Staff**

**Strategic Direction II: Phase II**  
**Enhance VAPA Sustainability Org Wide**  
**PHASE II: 2024- 2026**

GOAL	ACTION	TASKS	POINT PERSON	BENCHMARK/ TIMELINE
Goal 2: <b>Prioritize and Protect VAPA Funding</b>	Individual school sites revisit and assess site VAPA plans	1. Principals hold individual school site meetings for assessment 2. Principals establish next steps	Principals	Fall 2024
Goal 1: <b>Develop VAPA Partnerships</b>	Reach out to arts partners for resources and support	1. School site VAPA teams connect with Community Schools Coordinator 2. Community Coordinator solicits donations of materials and/or VAPA experience opportunities	Community Schools Coordinator	Fall 2024
Goal 1: <b>Develop VAPA Partnerships</b>	Connect with LACEPS to learn best practices	1. Chief Academic Officer reaches out to LACEPS 2. Chief Academic Officer connects with VAPA Coordinator regarding responses	Director of Education Services	Fall 2024 + Fall 2025
Goal 3: <b>Identify Additional VAPA Funding Streams</b>	Connect with OCD Team to identify funding opportunities	1. Director of Educational Services will conduct monthly check-ins with OCD on opportunities	Director of Education Services	Fall 2024 + Fall 2025
Goal 2: <b>Prioritize and Protect VAPA Funding</b>	Individual School Sites implement Plan	1. VAPA Coordinator checks in on individual school 2. Site plan implementation and provides support as needed	Principals + School Site Team	Fall 2024

**Strategic Direction III: Phase II**  
**Create Equitable Opportunities for Quality VAPA Instruction**  
**PHASE II: 2024-2026**

Goal 2: <b>Develop Understanding of the VAPA Landscape at Magnolia</b>	Principal review of Art Plan expenses and hiring in relationship to Prop 28 funding	1. Expand VAPA programing at each site by hiring art teachers and staff at each site for either new discrete arts learning or enhanced arts integration with the use of Prop 28 funds	Principals + VAPA Coordinator	Fall 2026  Fulfillment of site's arts plan at each school site
Goal 3: <b>Expand VAPA Faculty and Staff</b>	Install VAPA programs at each school site (based on individual school site VAPA plans)	1. Utilize individual school site VAPA plans to hire new teachers 2. Utilize individual school site VAPA plans to secure space 3. Utilize individual school site VAPA plans to conduct arts integration	Principal with Support of VAPA Coordinator	2024-2025 School Year; In place by Fall 2025  VAPA programs are in place at each school site (based on individual school site VAPA plans)

Highlighted = Same actions + tasks that meet Strategic Direction I: **Operationalize VAPA into Magnolia Culture**, Goal 3: **Formalize Org Wide Commitment to VAPA**

Highlighted = Same actions + tasks that meet Strategic Direction I: **Operationalize VAPA into Magnolia Culture**, Goal 3: **Formalize Org Wide Commitment to VAPA**

**Strategic Direction I: Phase III**  
***Operationalize VAPA into Magnolia Culture***  
**PHASE III: 2026- 2028**

**Review and Revise 5 Year Strategic Arts Plan for Phase III Implementation:**

**Key Focus Areas:**

1. VAPA Presence at STEAM Expo
2. School Site Exhibitions
3. Individual School Site VAPA Plans

**Strategic Direction II: Phase III**  
***Enhance VAPA Sustainability Org Wide***  
**PHASE III: 2026-2028**

**Review and Revise 5 Year Strategic Arts Plan for Phase III Implementation:**

**Key Focus Areas:**

1. Identification of Funding Streams
2. Development of VAPA Partnerships

**Strategic Direction III: Phase III**  
***Create Equitable Opportunities for Quality VAPA Instruction***  
**PHASE III: 2026-2028**

**Review and Revise 5 Year Strategic Arts Plan for Phase III Implementation:**

**Key Focus Areas:**

1. Equity: Ensure every single student at Magnolia has access to at least two academically rigorous arts classes



# APPENDIX

The Magnolia Public School CAT assessed the current status of arts programming across the district. The VAPA planning team worked in specialized groups to review what VAPA curriculum and support is known to exist, with a focus on capturing current strengths, gaps, and opportunities. The findings are summarized below:

Dance and Theatre		
STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> <li>One middle school theatre program at Santa Ana</li> </ul>	<ul style="list-style-type: none"> <li>MPS does not have many teachers credentialed in this area</li> <li>Only 1 program exists</li> <li>MPS does not have facilities to perform</li> <li>MPS has limited credentials in the area in theater &amp; dance</li> <li>Lacking collaboration time with ELA teachers to educate others on how to embed the arts</li> <li>Lacking full time personnel in the VAPA department</li> <li>MPS has a strong offering of electives, AP Courses, Dual Enrollment. This might limit VAPA offerings.</li> </ul>	<ul style="list-style-type: none"> <li>Funding for personnel</li> <li>After school programs</li> <li>New funding and educating school site leaders on these priorities</li> <li>MSA 1 has acquired a new building that can be remodeled to include dedicated space for VAPA</li> <li>MSA 2 and MSA 5 will be constructing new facilities in the near future. Space can be dedicated and constructed with VAPA in mind</li> <li>After school programs for drama/dance with outside contractors</li> <li>VAPA program increase enrollment and opportunities. Ex) Exposing underrepresented populations to STEM.</li> </ul>

## Community and Financial Support

STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> <li>• Advancement Grant</li> <li>• Arts now seen as connected to SEL and wellness</li> <li>• People at every level and every campus like the idea of art happening and it being alive</li> <li>• Folks more aware of arts careers and the creative economy</li> <li>• Surrounded by MANY arts orgs geographically</li> <li>• LA County Department of Arts and Culture as a resource</li> <li>• Many folks around to take our calls</li> <li>• Benefitting from politics that allow funding for all students to participate</li> <li>• OrgWide leadership on board</li> </ul>	<ul style="list-style-type: none"> <li>• Consistency and sustainability of funding</li> <li>• Connections to outside funding orgs and resources</li> <li>• Folks don't always know how they can help</li> <li>• Bandwidth of folks to take on new work/initiatives</li> </ul>	<ul style="list-style-type: none"> <li>• Advancement Grant</li> <li>• Prop 28</li> <li>• Block Grant Funding</li> <li>• College of the Canyons</li> <li>• Invite more people to share the lift in an explicit way- specific ask</li> <li>• create multiple levels of involvement for people to take advantage of- timeline-associated</li> <li>• ask current partners for networking help</li> <li>• being able to brag about arts resources at our schools</li> </ul>

## Visual and Media Arts

STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> <li>• Most classes provided district wide</li> <li>• AP classes offered</li> <li>• Easiest entry point for arts integration</li> <li>• Show cases and contest</li> <li>• EMHS, MVHS, RHS, sites offer ceramics</li> <li>• MSA-1 &amp; SA strong Visual Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Growing the Digital Arts classes to now with the 1 to 1 chromebook access</li> <li>• Ensuring all MPS school have arts instruction classes during daily instruction not just after school clubs</li> <li>• Create a long term sustainable model as part of the Home Office budget for the arts coordination position at MPS that is not dependent on the advancement grant</li> </ul>	<ul style="list-style-type: none"> <li>• Otis College economy report</li> <li>• Seek grants to support off site digital arts components: animation</li> <li>• Using established teachers to build the model for schools that do not have established classes</li> <li>• Seek community partnerships with org's that can provide digital media courses on/offi-site</li> <li>• Outdoor classroom working environments</li> <li>• Look at the development of digital arts in society and use that to guide and grow the digital arts program and arts pipelines</li> <li>• Have MPS college counselors and MPS Art Coordinator create discrete partnership with Otis, Cal arts and art center to begin a college pipeline for students interested in arts careers</li> </ul>

Music		
STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> <li>• Full time music programs at MSA8 and MSA5</li> <li>• Music programs at other schools as well</li> <li>• After school programs</li> </ul>	<ul style="list-style-type: none"> <li>• MSA 1 music teacher shares a room and cannot play instruments</li> <li>• Only 2 full time music teachers</li> <li>• Zero vocal programs</li> <li>• Funding for instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Facilities for MSA 1 music teacher to play instruments</li> <li>• Support SEL</li> <li>• After school programs for jazz, ensembles, etc.</li> </ul>

# What do we want to see in place in Magnolia Public Schools in Arts Education 5 years from now as a result of our plan?

Consistent and Purposeful Showcases	Dedicated VAPA Space and Equipment	Accessible and Equitable VAPA Curriculum and Instruction	Enhanced and Equitable Access to Performing Arts	Prioritized and Protected VAPA funding	Robust Community Partnerships	High School Career Pathways	Growth-oriented Program Assessment
Arts at the entrance to each school & in public spaces	Access to art equipment and dedicated studio space on campus	Arts teachers (discrete, integrated or both) or contractors at every campus	Structured performing arts programs on each campus	Prioritization of arts funding at district level (LCAP funding)	Building capacity of college counselor to advise students pursuing arts	Dual Enrollment art pathways for HS students	Evaluation for enhanced program integrity
Space to display artwork in 'outdoor' hallways	Spaces for arts and music programs & performances	Partnership with arts and music organization for in class residency	MPS marching band in the Rose Parade	Funding prioritizing equitable and accessible art instruction	Community connections between campuses and community arts	AP arts for a large percentage of students	Evaluation for enhanced funding
Multicultural inclusion and showcase in performing arts	Students having access to instruments in elementary	More consistent semester program evaluations	Orchestra programs	Gap/additional funding directed towards smaller Magnolia schools	Partnership with arts and music organization	Connecting arts instruction in school to career pathway	Evaluation of of programs between MPS schools for equity
District art days to celebrate at ALL campuses	All arts teachers have dedicated teaching space	PD for administrators to understand equitable VAPA & evaluate arts	Theater programs at secondary campuses	Use this strategic plan in support of prop 28 and block grant funding	Robust VAPA options at each school		Evaluation of of programs in search of expanded opportunitieis
VAPA showcase annually (separate from STEAM Expo)	Outdoor learning space dedicated to the arts	Opportunities for part and full time teachers to collaborate on VAPA instruction		Maintain Arts Coordinator Position			
OrgWide performing arts showcase/concert		Maintain Arts Integration Curriculum					
Foldable partitions to display art at each campus		Develop policy that ensures VAPA equity across schools					
Collaboration across art forms on each campus							