

Culver City Unified School District

Strategic Arts Plan

2023-2028

Table of Contents	
About the Arts Education Collective	Page 0
Project Background and Current State of the Arts; District Vision/Core Beliefs	Page 1-2
Executive Summary	Pages 3-7
LCAP Alignment	Pages 8-10
Phase 1 Action Plan (2023-2025)	Pages 11-19
Phase 2 Action Plan (2025-2028)	Pages 20-27
Appendix	Pages 28-34

The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and Culver City Unified School District.

In 2022-23 the District worked with Arts Ed Collective Coaches, Sandy Seufert and Kimberleigh Aarn over a series of dates from January 2023 to June 2023.

Los Angeles County Department of Arts and Culture – Arts Education Collective

This strategic plan for arts education was developed as part of the LA County Arts Education Collective to advance the goals of [Arts for All Children, Youth, & Families: Los Angeles County's New Regional Blueprint for Arts Education](#), supported by Los Angeles County Department of Arts and Culture.

Project Background and Current State of the Arts

In 2003, Culver City Unified School District was chosen by Arts for All as one of the five Vanguard Districts in the County, tasked with creating an Arts Policy and a K-12 Strategic Arts Plan. That initial Art Plan was created in 2004 with a District/Community Arts Team composed of 21 stakeholders. In 2009 and again in 2011, this Arts Plan was revised and updated. In 2017, the district again took on the goal to update the Arts Plan, now under the auspices of the Arts Ed Collective. In a series of five meetings from December 2017 to March 2018, 35 District and Community stakeholders reviewed the past Arts Plans and set a new Vision, Strategic Directions, and a five-year Implementation Plan (2018-2023). As our world has seen many changes during the last five-year plan, CCUSD committed to creating a new plan during the 2022-2023 school year. In a series of six meetings from January through May 2023, 43 District and Community Stakeholders met to set a new five-year plan (2023-2028)

Culver City Unified School District understands the wide range of academic, cultural, social, and economic benefits associated with giving students access to high-quality arts education.

All elementary students are provided access to multiple disciplines. In its second year, the Art and Innovation Lab is a space for all elementary students (TK-5th) to explore curriculum which takes the benefits of project-based learning and combines Visual Arts Standards, Studio Habits of Mind, the Four C's, Engineering Design and Design Thinking to create rich-hands-on learning experiences that cultivate creativity, growth mindset and critical thinking skills. Music instruction is articulated throughout the grades with TK-2nd choral instruction, 3rd grade students receive general music throughout the year and Symphonic Jazz Orchestra comes back at the end of the year to introduce students to the instruments in the orchestra. In 4th & 5th grade, students opt-in to music with weekly lessons on an instrument of their choice and Symphonic Jazz Orchestra provides Music of the World to all 4th graders and Music of America to all 5th graders. Front and Center Theatre Collaborative provides assemblies, field trips & workshops through a partnership with six theatre arts organizations. Elementary students receive programming from We Tell Stories, Story Pirates, 24th Street Theatre and Young Storytellers. We continue to offer dance through PE.

Culver City Middle School students have access to music, visual art, theatre & media arts through elective offerings during the day. CCMS students receive a dance unit during PE taught by teaching artists from On the Edge Dance and Lulu Washington Dance Theatre in conjunction with PE coaches. Front and Center Theatre partner, The Actors' Gang continues to provide an arts integration program during social studies classes.

Students can participate in all five art forms during the regular Culver City High School (CCHS) program, and through the 7th period Academy of Visual and Performing Arts (AVPA). In the past few years, CCHS has built out AME Career Technical Education (CTE) pathways including Film, Technical Theatre, Performing Arts (Dance and Theatre), Music Technology, Architecture and Video Game Design (new in 22/23). These Creative Career Pathways are showing students how to turn their passions into careers. Students have the flexibility of completing a pathway during the regular school program or through the AVPA. As we work to adopt and implement a comprehensive and culturally relevant arts curriculum, we are proud to offer the new "Art and Culture" class that satisfies the Ethnic Studies graduation requirement as well as the A-G graduation requirement for Visual and Performing Arts (F).

Culver City Unified School District Vision and Core Beliefs

District Mission

The Mission of the Culver City Unified School District, a diverse haven of excellence, is to ensure that each student possesses the academic and personal skills necessary to achieve his/her highest potential as a valued, responsible member of society by providing challenging, personalized educational experiences in a safe, nurturing environment and by fostering a passion for teaching and learning with committed parent and community involvement.

DISTRICT'S CORE BELIEFS

- Each person deserves to be safe
- Everyone deserves to be treated with respect
- Honoring diversity makes us stronger
- Peace is worth pursuing
- The quality of life is determined by the harmony among emotional, physical, spiritual and intellectual pursuits
- Everyone has a right to a belief system
- Aesthetics is essential to life
- We are responsible for ourselves and accountable to each other
- Individuals have the right to express their views, opinions, and thoughts
- The sense of family and belonging is integral to our lives
- Everyone has the right to preserve his/her dignity
- Each person has the capacity for goodness

Executive Summary

Practical Vision Goals: The CCUSD Task Force, a collection of District personnel and Community Stakeholders, met and answered the question, “In five years, what do we want to see in place in the arts as a result of our plan?” The following Goals were created from a brainstorming session based on their vision for CCUSD. (January 12, 2023, and February 16, 2023) These Vision Elements are used as a guide for the creation of actions to bring this vision into reality. The full Practical Vision document can be found in the Appendix. In tandem in creating this Vision, Task Force members were guided through a discussion of an article titled, “Culturally Responsive Teaching in the Art Room” by Karen Starr Dana, shared by the Assistant Superintendent of DEI. From that reflection, the concept of Student Voice came out as the overarching concept for this vision.

STUDENT VOICE						
Infrastructure				Sustainability		
Highly Qualified Credentialed Full-Time Arts Instructors	Dedicated and Fully Supported Arts Facilities District-Wide	Inclusive Community and Family Collaborations	Leveraged and Supportive Community Partnerships	Engaged, District Supported Advocacy	Continuous Evolution Based on Collective Evaluation	Sustainable, Diversified Funding Streams
Content						
Equitable Access for All Across All Schools	Transformative and Culturally Responsive Curriculum and Instruction	Student-Centered and Anti-Racist Teaching	District-Supported, Diverse Arts Offerings	Tangible Expression of Student Creativity on Campus	Creative Career and VAPA Pathways	Articulated, Integrated, and Dedicated Arts Instruction

Current Reality

On March 9, 2023, the CCUSD Task Force reviewed data from the Arts Ed Collective **Arts Ed Profile** as well as select district data on arts programming and Community Arts Partners and answered a series of questions about Curriculum & Instruction, Student-Centered Assessment, Professional Learning, Administration/Coordination and Personnel, Community Partnerships and Collaborations, Ongoing Evaluation, and Communications and Advocacy. The synthesis of these reflections came on April 13, 2023, when the group created the chart below that captured both the STRENGTHS bringing the district closer to the vision and the CHALLENGES blocking its progress toward that same vision. The ideas are prioritized from left to right with asterisks, indicating the number of participants that labeled that idea as a priority or leading thought.

Strengths that move us closer to our Vision Asterisks indicate higher priority when voted by Task Force members to create a heat map					
Visual Arts and Media Arts	Teachers are remarkably dedicated and thinking creatively re: curriculum and HOW they teach *****	Highly skilled visual arts teachers in the schools **	Full time teachers at each elementary site support community-building via arts **	Student artwork prominently displayed	
	Connections to Local Industry ****	CCAIL (Culver City Arts and Innovation Lab) ***	Strong Parent support (PTA) *	Ethnic Studies - Culture and Arts Course	
Music	Instruments available for most students to borrow *****	SJO (Symphonic Jazz Orchestra partnership) *	Jazz combo and performances, teaching students jazz *	Many opportunities in the high school - many ensembles and programs including music tech	Orchestra for musicals - Wow! So great
	Creative collaborations (film, visual art, dance, theatre) ****	Strong Secondary Band Directors *	Many opportunities to showcase student musicians throughout the community	Music PLC	
Dance	Inclusive Dance Program **	CCMS Dance program is going strong. Every students gets dance via PE once per year *	Dance presentations from outside professional performers	Three year CTE program with Santa Monica College	
	Enthusiastic students who love to create **	Dedicated Dance studio on HS campus *	Two concerts per year		
Theatre	Two dedicated district facilities for the middle and high school **	Dedicated arts presentations per grade *	High school theatre, performances, play, musical, Dtsac, many opportunities for theater tech as well *	World class facilities in the Frost	Technical theatre program offering real-word experience in sound, lighting, costumes, make up, stage production, etc.

	Expansive program offerings allow students to specialize with many opportunities for performance or staging a production. Excellent teachers! **	Leverages and supportive community partnerships *	Enthusiastic and engaged students *	Quality productions attract community members in audience	
General	CCEF (Culver City Education Foundation) supports the Arts *****	Great access to professional arts orgs and creative careers ***	Teachers are genuinely interested in bringing culturally relevant art experiences to elementary classrooms **	Community support for our students' artistic endeavors. Community attendance at events. Community collaborations in programming and funding. **	Proposition 28 monies *
	CTE Funding Creative Careers ****	School sites, district, and community are very arts-friendly and has connections with many creative fields **	Many Parents with Arts Careers **	Staff at district level who are dedicated and skilled *	
	Student participation	Parents that want it to thrive	Great presentations by Art industry professionals in AVPA courses	Enthusiastic, involved, and talented parent community *	

Challenges that block our progress toward our Vision					
Asterisks indicate higher priority when voted by Task Force members to create a heat map					
Visual Arts and Media Arts	Misalignment between elementary, middle, and high school programs ***	Outdated Wi-Fi *	Conflicting ideas of success		
	Loss of a regular art teacher at the school *	Insufficient time between classes for setup (for more robust lessons) at the Elementary level *	Insufficient time for meaningful formal assessments in Elementary scheduling		
Music	Elementary doesn't have year-round music for every student *****	Not enough faculty to address needs and potential for expanded opportunities ****	Less successful vocal music program at MS and HS ***	Graduation and college requirements take students out of staying in the classes or program throughout HS **	Inadequate elementary instrumental music concert/showcase opportunities
	Elementary level programs have inadequate resources: teachers, space to practice *****	Competing (academic) priorities that prevent student participation *****	Disorganized teaching schedule throughout all elementary schools **	COVID really impacted students' ability to practice live music with their peers and increase their skill level	
Dance	Dance isn't implemented as part of elementary PE class. Is it part	Struggling to start ES dance program...not impossible, just	Sporadic and uncoordinated teaching in elementary schools *	Not enough motivation and people involved in the program *	

	of the curriculum? ****	struggling **			
Theatre	Limited spots for student actor participation in limited productions in relation to size of the student bodies at CCMS and CCHS ***	Seems mostly focused on middle and high school ***	Competition for time in the Frost and weekends to have performances *	Sporadic instruction offered *	
General	Administration misunderstanding of how practical decisions like scheduling affect content and quality of programs *****	There’s a greater focus on middle and high school. The equity issues/access to arts programming is better tackled at the elementary level. ***	Space issue (storing art equipment, instruments, individual teaching rooms, practice rooms, etc.) ***	Scheduling parameters limited for students who want to take both arts courses and sports	Increased access to programs that cost money - afterschool arts related programs, AVPA fees, district provided equipment for participation in Reflections, etc.
	Inadequate commitment to create pathways for the full diversity of students to participate in the arts ****	Challenge to hiring enough teachers; resistance to creative partnerships ***	Not enough advocacy at the administrative level **	Distinguishing between challenges facing the plastic arts instruction vs those of the performing arts instruction	
	Inflexible schedule not allowing enough time for electives ****	Understanding of arts integration ***	Students with developmental delays having a variety of properly accommodate and supported options **	Our approach to problem solving	
	Devalued focus on arts education in secondary schools ***	Insufficient support for arts integration TK to 12 ***	Sense of urgency to change schedule to incorporate more time during the school day for the arts *	Inadequate or outdated hiring practices and outreach for teachers credentialed in the Visual and Performing Arts	

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Culver City Unified School District District/Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The CCUSD Task Force 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. CONTENT - Ensure equitable and culturally responsive curriculum and instruction

Goal 1: Build culturally relevant curriculum

Goal 2: Create a culture of professional learning

Goal 3: Support vertical articulation

Goal 4: Expand opportunities for college and career connections

2. INFRASTRUCTURE - Build Sustainable Systems to support access to the arts

Goal 1: Support program expansion through strategic staffing

Goal 2: Support systems and schedules to support greater access

Goal 3: Ensure dedicated spaces and facilities

Goal 4: Engage diverse Community Arts Partners

3. SUSTAINABILITY - Engage students and community to magnify the impact of the arts

Goal 1: Engage family and community as advocates

Goal 2: Showcase student learning

Goal 3: Ensure dedicated spaces and facilities

Goal 4: Engage peer-to-peer support to increase student interest and participation

In the table below is a reflection on the alignment of the CCUSD Local Control Accountability Plan (LCAP) 2023-24 with select Strategic Directions, Goals and Actions from the Strategic Arts Plan, all to the purpose to support the argument that arts education is in alignment and in support of key district Goals and Actions. Use page 7 of this plan as a guide for citing specific Strategic Arts Plan Strategic Directions and Goals.

LCAP GOAL	LCAP ACTIONS	Strategic Arts Plan Direction and Goals	Strategic Arts Plan Actions
1: All Culver City Unified School District (CCUSD) students will learn in optimal conditions for learning that include open and equitable access to all courses and educational technology, highly trained, culturally competent educators utilizing standards-aligned, culturally relevant and inclusive instructional materials, and safe and clean school facilities that are in good repair.	1.1 Core Instructional Programs	hiring of highly qualified staff	Provide intentional recruitment through diverse educator groups
	1.2: Textbook Adoptions and Instructional Materials	SD 1: Goal 1	Explore and expand culturally relevant and responsive curriculum strategies and resources for all art forms
	1.3 Technology for Learning	SD 2: Goal 3	Offer Tech Support visits bi-annually
	1.4: Recruit & Retain Staff	SD 2: Goal 1	(See 2.9 below)
	1.6: Professional Development	SD 1: Goal 2	Support interdisciplinary work between arts and other fields; Train classroom teachers in arts integration
	1.5: Instructional Coaching	SD 1: Goal 2	Support interdisciplinary work between arts and other fields
	1.9 Inclusive Practices	SD 2: Goal 1	Expand media arts opportunities at MS and HS and consider Co-Lab option
	1.10 Diversity, Equity, Inclusivity	SD 1: Goal 1	Support facilitated conversations with DEI and departments
2: All students will demonstrate continuous academic progress to ensure college and career readiness by the end of 12th grade.	2.2: Professional Learning Communities	SD 1: Goal 1	Create and utilize collective PLC time for Visual Art/Media Art teachers and Dance/Theatre and continue ongoing PLC for Music
		SD 1: Goal 3	Update course outlines for VAPA courses in Middle and High School

	2.4 Academic Advising for College/Career Readiness	SD 1: Goal 2	Train counselors at the high school to guide students into sequential art classes
		SD 1: Goal 4	Support HS Students in preparation for application to colleges or careers; Build articulation pathways with local community colleges
	2.5: Expanded Learning and Social Emotional Learning	SD 2: Goal 2	Expand opportunities for arts in middle school, before, during and after school
	2.8: Career Technical Education (CTE)	SD 1: Goal 2	Train counselors at the high school to guide students to what it takes to pursue a career in arts
	2.9: Visual and Performing Arts	SD 2: Goal 1	Increase year-round music instruction for TK-5; Increase and expand theater instructions at ES and MS; grow choral programs in MS and HS; Expand media arts opportunities at MS and HS
		SD 2: Goal 2	Pilot six-week rotations of multi-cultural dance in elementary PE at all sites; Explore elementary schedule for “special rotation” possibilities
	2.10: Science, Technology, Engineering, the Arts and Mathematics (CCAIL)	SD 1: Goal 1	Create and utilize collective PLC time for CCAIL/Visual Art/Media Art teachers and Dance/Theatre
	2.11 Dual Language	SD 2: Goal 2	Explore dual language VAPA classes to expand credit options

LCAP GOAL	LCAP ACTIONS	Strategic Arts Plan Direction and Goals	Strategic Arts Plan Actions
3: All students will be engaged in schools that provide physical and emotional security, facilitate responsible decision making, and seek input and participation from all stakeholders.	3.4: Parent Input and Participation	SD 3: Goal 1	Deepen parent engagement and increase understanding of the arts as a value in education and career pathways; Produce communication assets that make key information and opportunities visible and accessible
	3.5: Parent and Community Outreach and Education	SD 3: Goal 1	Create site arts leads at each school for information sharing (including parents)
		SD 3: Goal 2	Leverage assemblies and student performances to include parent and community invitations
	3.7: Student Input and Participation	SD 3: Goal 2	Increase public showcase opportunities for student work
		SD 3: Goal 3	Collect student input and feedback on arts offering through survey and analysis of Secondary student course request forms; Invite students to create events where they will be showing their work
		SD 3: Goal 4	Increase engagements between upper and elementary grades through peer-to-peer interaction
	3.8: Inclusive Engagement	SD 1: Goal 2	Create opportunities for existing teachers to explore pedagogical methods that support student voice
		SD 3: Goal 4	Increase engagements between upper and elementary grades through peer-to-peer interaction

Culver City Unified School District
Phase 1 Action Plan
Years 2023-2025

Strategic Direction #1: CONTENT - Ensure equitable and culturally responsive curriculum and instruction

Goal 1: Build culturally relevant curriculum

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Create and utilize collective PLC time for CCAIL/Visual Art/Media Art teachers and Dance/Theatre (Ongoing)	<ul style="list-style-type: none"> Create PLC schedule on a monthly or regular basis using Music PLC as model and set agenda items (ie:) <ul style="list-style-type: none"> Share and compare curricula Create resource document on relationship between teacher prep/set-up and planning time Research culturally relevant and responsive curriculum strategies Digital portfolio/reel creation strategies for elementary and secondary students 	No budget implications	Director of Teaching and Learning & District Arts Coordinator	CCAIL, Fine Arts and Media Arts PLC schedule in place Dance and Theatre PLC schedule in place Document about prep/set up time created and shared with admin
Explore and expand culturally relevant and responsive curriculum strategies and resources for all art forms (Ongoing)	<ul style="list-style-type: none"> Create a digital resource space (example CCAIL Teacher Hub) Create program to invite High School students to mentor elementary and middle school students in arts fields (Arts Ambassadors) Share and learn strategies for anti-racist pedagogy, including healing-centered arts Explore “grading for equity” strategies Hire content expert to facilitate process 	LCAP Funds	Asst. Superintendent of DEI and District Arts Coordinator	Digital resource in place Number of students that serve as Arts Ambassadors

Goal 2: Create a culture of professional learning

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Create opportunities for existing teachers to explore pedagogical methods that support student voice (Ongoing)	<ul style="list-style-type: none"> Create PD for Teaching for Artistic Behavior Create PD for Visual Thinking Strategies Enable teachers to attend Contemporary Art Start at MOCA Explore other pedagogical methods 	LCAP Funds	Director of Teaching and Learning & District Arts Coordinator	List of PD events/partnerships Agendas/sign-in sheets
Support interdisciplinary work between arts and other fields (Ongoing)	<ul style="list-style-type: none"> Identify general education teachers who want to work with arts teachers on an interdisciplinary lesson/unit 	LCAP Funds	Asst. Superintendent of HR, Director of	Identified interested teachers Stipend created

	<ul style="list-style-type: none"> Identify VAPA staff who can support utilization of digital archive lessons from community arts organizations Create course outline for English/Theatre Create a stipend to support interdisciplinary work between teachers 		Teaching and Learning & Arts Coordinator	Course outline
Train counselors at the high school to guide students into sequential art classes (Ongoing)	<ul style="list-style-type: none"> Interview counselors to identify knowledge gaps Show arts courses/pathways in a sequential document Yearly meeting with counselors 	Budget Implications unknown	AP of Curriculum at CCHS	Arts pathway document in place Annual meetings scheduled
Train classroom teachers in arts integration (Ongoing)	<ul style="list-style-type: none"> Research teacher interest in participation in TEAL (Technology Enhanced Arts Learning) given through the LA County Office of Education Create formal engagement with TEAL Support scheduling of arts integrated professional development at TEAL sites 	No budget implications (TEAL offers stipends to districts for teacher participation)	District Arts Coordinator & Site Admin	TEAL agreement(s) in place Agendas and sign in sheets
Goal 3: Support vertical articulation				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Identify key VAPA standards across the district for all grades	<ul style="list-style-type: none"> Utilize PLC time to review and select key standards for music, visual arts, media arts, theater, and dance Create a document that reflects PLC work on key standards 	LCAP Funds	District Arts Coordinator Department Chairs	Document listing key VAPA outcomes and standards for TK-12 Graduate Profile in place for grades 5 and 8
Determine need for vertical articulation committee	<ul style="list-style-type: none"> Identify goals and outcome for the committee Identify members needed for a committee Potential to use DCAT to create an advisory subcommittee 	No budget implications	Asst. Superintendent of Educational Services & Arts Coordinator	Document of initial findings and recommendations
Update course outlines for VAPA courses in Middle and High School	<ul style="list-style-type: none"> Provide PLC time with facilitator to create department course outlines Begin with Dance and Theatre and Live Events/Technical Theatre 	LCAP Funds	District Arts Coordinator Department Chairs	Updated course outlines in place
Goal 4: Expand opportunities for college and career connections				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Provide assistance for K-12 students for portfolio/video reel creation (ie: Journoportfolio.com) (Ongoing)	<ul style="list-style-type: none"> Explore models for digital portfolios Support students to create a practice of capturing artistic work Share progress with families and community 	Budget implications unknown	PLC	List of digital resources in place
Support HS Students in preparation for application to colleges or careers (Ongoing)	<ul style="list-style-type: none"> Explore community/industry internships and jobs Support students in resume and interview skills Explore guest presenters 	Budget implications unknown	College & Career Counselors & Arts Coordinator	List of internships List of guest speakers List of field trips

	<ul style="list-style-type: none"> • Meet with College and Career center to find ways to collaborate/align efforts • Schedule field trips to Otis, Cal Arts, and Art Center for Design, Southern California Institute of Architecture • Create meet and greets with parent professionals in arts fields 			List of meet and greets
Build articulation pathways with local community colleges	<ul style="list-style-type: none"> • Explore articulation of the dance pathway with Santa Monica College • Explore articulation of the theatre pathway with SMC and ELAC • Explore articulation of the film pathway to Hollywood CPR at WLAC • Explore opportunities for Music and Visual Art 	LCAP Funds	CTE Coordinator, Strong Workforce Program (SWP) K-12 Pathway Coordinator & Arts Coordinator	Articulation Agreements List of opportunities
Explore field trips to art colleges, studios, galleries, theaters, and businesses <i>(Ongoing)</i>	<ul style="list-style-type: none"> • Identify sites and local opportunities • Engage community arts partners as a resource in this area 	No Budget Implications	DCAT, District Arts Coordinator	List of field trips/site visits

Culver City Unified School District

Phase 1 Action Plan

Years 2023-2025

Strategic Direction #2: INFRASTRUCTURE - Build Sustainable Systems to support access to the arts

Goal 1: Support program expansion through strategic staffing

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Include desire for arts background in all multi-subject job postings <i>(Ongoing)</i>	<ul style="list-style-type: none"> Agendize conversation in Partnership Add wording to all multi-subject job postings 	No budget implication	Asst. Superintendent of HR & Asst. Superintendent of Educational Services	Job Postings
Provide intentional recruitment through diverse educator groups <i>(Ongoing)</i>	<ul style="list-style-type: none"> Identify groups or institutions to market job openings Attend select job fairs 	No budget implications	Asst. Superintendent of HR & Asst. Superintendent of DEI	List of groups
Increase year-round music instruction TK-5	<ul style="list-style-type: none"> Map a progressive intentionally built program Create job descriptions, get Board approval and then fly the position Hire more music teachers based on the priorities outlined in the mapping, and servicing all populations, including special needs (e.g. a credentialed music teacher per campus) Use Prop 28 to hire elementary music teachers (all grades at least bi-weekly) Explore community partnerships similar to Front and Center Theater Collaborative model 	Prop 28 monies	Asst. Superintendent of HR & Asst. Superintendent of Educational Services	Additional credentialed music teachers in place delivering sequential, standards-based music instruction for each grade level
Increase and expand theatre instruction at elementary and middle schools <i>(Ongoing)</i>	<ul style="list-style-type: none"> Outreach to theatre organizations/groups to discuss potential partnership Investigate hiring additional credentialed theatre educators 	LCAP Funds/Prop 28 monies	Asst. Superintendent of HR & Asst. Superintendent of Educational Services	<p>An increase in course offerings in theatre</p> <p>A credentialed staff member hired to support theatre instruction</p>

	<ul style="list-style-type: none"> Continue to work with internal/external partners who can provide theatre tech instruction and work with students with special needs 			More students showcasing their performances and backstage work at the middle school and elementary schools.
Continue to grow the choral programs in MS and HS (concert chorus, vocal jazz, etc.) feeding from ES and MS choirs	<ul style="list-style-type: none"> Hire needed Vocal Teachers Explore scheduling barriers Explore community arts partnerships that offer vocal music 	LCAP Funds/Prop 28 monies	Asst. Superintendent of HR & Asst. Superintendent of Educational Services	<p>More MS and HS students demonstrating their knowledge and skills in vocal</p> <p>Increased and clearly communicated course offerings</p>
Expand media arts opportunities at MS and HS	<ul style="list-style-type: none"> Explore need for added film course at the MS Consider photography and graphic arts at the HS Publicize Photography as part of the film course Explore CoLab possibilities 	Prop 28 monies	Asst. Superintendent of HR & Asst. Superintendent of Educational Services	<p>Recommendation for additional MS and HS Media Art offerings</p> <p>CoLab identified</p>
Goal 2: Support systems and schedules for greater access				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Expand opportunities for arts in middle school, before, during and after school	<ul style="list-style-type: none"> Explore possibility of 7 period schedule for middle school to increase opportunities to participate in the arts Explore possibility of arts options during Panther Achievement Workshops (PAWS) Expand Wheel with CTE pre-pathways and art electives 	Budget implications unknown	CCMS Principal	<p>Recommendations for 7th period schedule</p> <p>List of PAWS offerings</p>
Assess challenges/barriers at each school regarding scheduling and facilities to determine ways to improve arts education offerings	<ul style="list-style-type: none"> Create strategy to gather information (survey, site visits, etc.) Ensure PE credit for dance and marching band. Explore dual language VAPA classes to expand credit options 	No budget implications	Principals & DCAT	List of recommendations
Finalize Frost Auditorium calendar prior to start of school year	<ul style="list-style-type: none"> Identify two elementary instrumental music concert dates to the district calendar. (similar to pre-pandemic) 	No budget implications	District Arts Coordinator	Tandem Calendar
Pilot six week rotations of multi-cultural dance in elementary PE at all sites	<ul style="list-style-type: none"> Review 21/22 Dance Vision Identify initial pilot school Implement at all sites 	LCAP Funds/Prop 28 monies	Asst. Superintendent of DEI & Chair of Dance Department	Community Arts Partner(s) in place that represent different cultural groups

Goal 3: Ensure dedicated spaces and facilities				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Identify facilities to accommodate arts instruction at each site (Ongoing)	<ul style="list-style-type: none"> Have a facilities walk-through with teachers and admin to assess and plan Examine existing facilities to see if they can be repurposed as dedicated arts spaces Dedicate a music room at each elementary site Create storage for arts supplies and materials Explore the use of the HS Dance Studio throughout the day 	Budget implications unknown	Principals, MOT & District Arts Coordinator	Site based recommendations
Offer Tech Support visits bi-annually (Ongoing)	<ul style="list-style-type: none"> Survey Teacher IT needs Schedule classroom visits with IT 	No budget implications	IT & Arts Coordinator	List of Yearly updates needed
Goal 4: Engage diverse Community Arts Partners				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Utilize community arts partners as an option for expanding arts instruction (Ongoing)	<ul style="list-style-type: none"> Identify community arts partners, current and new, that support student needs Establish relationships 	LCAP funds, grants, Ed Foundation	District Arts Coordinator	Partnership Agreements Schedule of increased offerings
Offer visiting artist programs for dance, theater, music, film, media arts, and visual arts (Ongoing)	<ul style="list-style-type: none"> Articulate the process for engaging outside arts organizations. Provide resources Evaluate the gaps and needs that arts partners could fill 	No Budget Implications	District Arts Coordinator	Community Arts Partner resource document with descriptions and contacts
Increase opportunities for arts field trips Tk-12 (Ongoing)	<ul style="list-style-type: none"> Explore funding options for field trips Identify potential field trip opportunities District leadership to incorporate arts field trips as a priority 	LCAP funds, grants, Ed Foundation	Asst. Superintendent of Educational Services, District Arts Coordinator	Field Trip resource document

**Culver City Unified School District
Phase 1 Action Plan
Years 2023-2025**

Strategic Direction #3: SUSTAINABILITY - Engage students and community to amplify the impact of the arts

Goal 1: Engage family and community as advocates

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Deepen parent engagement and increase understanding of the arts as a value in education and career pathways <i>(Ongoing)</i>	<ul style="list-style-type: none"> • Create parent survey to be implemented annually • Develop systems to identify parents and community members with VAPA careers, build a contact list with job types which teachers can access for career connection opportunities. (e.g., field trips, presentations, advisory committees) • Pilot a Creative Career Conversations with secondary students and families (parallel or with) 	Budget implications unknown	Director of Teaching and Learning & District Arts Coordinator	<p>Increased attendance at arts activities and events</p> <p>Participation rate in Parent survey to set baseline</p> <p>Number of community connections for students</p>
Produce communication assets that make key information and opportunities visible and accessible <i>(Ongoing)</i>	<ul style="list-style-type: none"> • Map timeline for developing and mounting website (drive community to the website for more information) • Expand communications consultant scope of work to include producing video content that communicates key messages (i.e., value of arts education, strength of CCUSD VAPA programming) to families that can be viewable on demand • Document annual arts update to the Board to share through all communications channels • Include a report on the Otis Report on the Creative Economy in parent communications/events 	LCAP funds, Ed Foundation	District Arts Coordinator	Metrics on video views and website visits
Regularly convene the District-Community Arts Team (DCAT) to increase communication and networking <i>(Ongoing)</i>	<ul style="list-style-type: none"> • Produce bi-annual meeting with broad community participation to share communications, highlight progress in arts plan and gain support and insights for implementing the strategies • Research site lead models at other LA County districts 	Budget implications unknown	District Arts Coordinator	<p>Bi-Annual Meeting Agenda</p> <p>Site Leads interest identified</p>

Increase board engagement in arts programming and increase understanding of the arts as a value in education and career pathways <i>(Ongoing)</i>	<ul style="list-style-type: none"> ● Provide an annual arts update to the board ● Invite board members to speak at events ● Present videos of VAPA programming at Board Meetings and then house on website 	Budget implications unknown (videos)	District Arts Coordinator	Board member attendance at events Board members referencing the arts more
Goal 2: Showcase student learning				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Have production-based art displayed across the district with a dedicated weather-proof display space at each elementary site, and MS and Frost foyer, proximal to the classroom	<ul style="list-style-type: none"> ● Assess current spaces and needs ● Coordinate with Maintenance, Operations and Transportation (MOT) to prepare spaces ● Collect and compile student work to display or disseminate ● Explore parent volunteers who have experience in this area 	Budget implications unknown (art displays)	MOT & District Arts Coordinator	Display cases in place with student artwork displayed
Leverage assemblies and student performances to include parent and community invitations <i>(Ongoing)</i>	<ul style="list-style-type: none"> ● Encourage community arts partners to create performance or open studio opportunities to make learning more visible ● Include arts products/learning at Open Houses (Spring) ● Create One Sheet of how to include the arts in Open House/Back to School Nights 	No Budget Implications	District Arts Coordinator	Parent attendance at arts events Open House/Back to School Night document
Increase public showcase opportunities for student work <i>(Ongoing)</i>	<ul style="list-style-type: none"> ● Contact the City of Culver City to research how student work/photography can be included on street banners ● Contact the Culver City News to collaborate on ways to publish student work ● Create or find literary publications in which creative writing students can publish ● Explore opportunities with VAPA teachers and Site Principals to include more student performances at Open Houses, Back to School Night 	No Budget Implications	Arts Coordinator & Site Admin	Banners Digital publications News articles
Goal 3: Uplift Student Voice				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Invite students to create events where they will be showing their work <i>(Ongoing)</i>	<ul style="list-style-type: none"> ● Convene select students to brainstorm event ideas ● Create an event plan and get a student implementation team in place ● Consider Hip Hop Congress as leadership model 	Budget Implication Unknown (possible grant funded)	District Arts Coordinator	Implementation team in place Event calendared

Collect student input and feedback on arts offering through survey and analysis of Secondary student course request forms <i>(Ongoing)</i>	<ul style="list-style-type: none"> Develop survey for elementary, middle and high school levels Implement survey to all students Gather student course requests from the Guidance Team Analyze course requests to see how student demand aligns with available course seats and highest priority for increased opportunities Host DCAT meeting to review results Student School Board Members present results to the Board 	No Budget Implications	Arts Coordinator & DCAT	Survey Survey Results Board Presentation
Goal 4: Engage peer-to-peer support to increase student interest and participation				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Increase engagements between upper and elementary grades <i>(Ongoing)</i>	<ul style="list-style-type: none"> Create spaces within District PD days at the start of the school year for teachers in MS and HS to discuss and plan possible collaborations between their students Schedule high school students to play/perform for elementary students at their elementary schools Elementary students visit middle and high school to see performing arts at the Frost Center the arts in Panther-pa-looza, Open Houses, MS & HS Registration 	Ed Foundation (transportation)	District Arts Coordinator	Number of high school mentors Number of performances at elementary Number of performances at Frost
Create a mentor program for high school students to mentor dance/theater/art/film students in MS and ES	<ul style="list-style-type: none"> Pilot program with MS Discuss mentoring with Young Storytellers Mentoring should reach into populations that may not be invested in the arts 	LCAP Funds	District Arts Coordinator	# of mentors

Culver City Unified School District
Phase 2 Action Plan
Years 2025-2028

Strategic Direction #1: CONTENT - Ensure equitable and culturally responsive curriculum and instruction

Goal 1: Build culturally relevant curriculum

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Set schedule to review key PLC documents across the district	<ul style="list-style-type: none"> Discuss dissemination of PLC Documents and resources Identify additional support needed to continue to grow PLC 	Budget implications unknown	PLC leads & District Arts Coordinator	PLC documentation and resources
Set desired exposure/engagement in each art for every student	<ul style="list-style-type: none"> Create a Multi-Cultural Arts Passport to set desired or recommended key elements or activities (i.e.: field trips, performances, museum visits, etc.) Coordinate efforts between school site admin, parent organizations, Ed Foundation and district admin, 	No Budget Implication	Director of Curriculum & Learning, Site Admin, Parent Organizations, Ed Foundation & District Arts Coordinator	Document of recommended arts experiences/exposures for all students in all art forms
Support facilitated conversations with DEI and departments	<ul style="list-style-type: none"> Coordinate with Assistant Superintendent of DEI to set schedule and plan for supporting ongoing and new conversations in select departments Create digital archive of DEI resources and strategies 	No Budget Implications	Assistant Superintendent of DEI & Select Department Chairs	<p>Schedule of facilitated conversations</p> <p>Digital archive of DEI resources</p>
Support language arts teachers to incorporate performance theatre and other arts disciplines	<ul style="list-style-type: none"> Identify current and emerging language arts teachers interested in incorporating performance theatre or other arts disciplines. Create Course Outlines 	Budget implications unknown	AP over Curriculum	New Course Outlines

	<ul style="list-style-type: none"> Pair teachers with resources, mentors, and possible professional development to learn and engage strategies. 			
Goal 2: Create a culture of professional learning				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Train counselors at the high school to guide students to what it takes to pursue a career in arts	<ul style="list-style-type: none"> Create and share with counselors a comprehensive list of colleges and programs to support graduating VAPA students 	No budget implications	DCAT & District Arts Coordinator	Comprehensive College List
Expand stipends for teachers to attend conferences, local arts events/festivals, etc. to support knowledge of new and culturally relevant work	<ul style="list-style-type: none"> Determine process to inform teachers of opportunities and paperwork approval Process requests and approvals 	LCAP funds	District Arts Coordinator	List of teachers approved to attend events
Goal 3: Support vertical articulation				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
After determination in Phase One, establish Vertical Articulation Committee	<ul style="list-style-type: none"> Set up sub-committees for specific topics Include relevant CTE instructors on the committee Review the work of the VAPA Standards committee, including new AME Standards 	No budget implications	Department Chairs	Vertical Articulation Committee in place Report of recommendations
Measure student participation across the grade levels	<ul style="list-style-type: none"> Create a student survey and parent survey to measure student art trajectory, including if/where they go to college Track alumni (is this being done by College and Career Center) 	No budget implications	DCAT	Student Survey
Goal 4: Expand opportunities for college and career connections				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Utilize district alumni and parents to serve as guest speakers and advocates	<ul style="list-style-type: none"> Utilize list to schedule speakers Identify teachers interested in guest speakers 	No budget implications	College & Career Center	Schedule of guest speakers

			& District Arts Coordinator	
Assess teachers' needs that support the business of the art form	<ul style="list-style-type: none"> • Conduct survey or interviews with teachers to see emerging student needs for business and marketing strategies • Create opportunities for students to engage in specific business strategies through site visits, guest speakers, job shadows, videos, etc. 	No budget implications	PLC Leads & District Arts Coordinator	Comprehensive list of business strategies needed to support students in college/careers
Expand articulation pathways with local community colleges	<ul style="list-style-type: none"> • Review articulation agreements • Identify additional opportunities 	No budget implications	CTE Coordinator, K12 SWP Pathway Coordinators & District Arts Coordinator	Articulation Agreements

Culver City Unified School District
Phase 2 Action Plan
Years 2025-2028

Strategic Direction #2: INFRASTRUCTURE - Build Sustainable Systems to support access to the arts

Goal 1: Support program expansion through strategic staffing

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Assess whether the allocation of arts teachers has met the goals and fill gaps as needed	<ul style="list-style-type: none"> Outline how many VAPA teachers are in place. Review district data to determine students served Assess TK-5 music instruction recruitment Assess choral program Assess media arts opportunities at MS and HS Assess theatre opportunities at elementary & MS. 	No Budget Implications	District Arts Coordinator	Report to DCAT
Review HR practices that support diverse candidates with arts backgrounds	<ul style="list-style-type: none"> Meet with HR to review hiring recruitment and practices 	No budget implications	Asst. Superintendent of HR & Asst. Superintendent of Educational Services	Continued practice of diverse recruitment and job postings listing arts as a desirable qualification

Goal 2: Support systems and schedules for greater student access

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Explore other models of scheduling that support greater flexibility for students to take arts classes	<ul style="list-style-type: none"> Provide scheduling that is student choice (desired vs. required) Research school that have arts focused models 	No budget implications	DCAT & District Arts Coordinator	Proposal to DCAT
Explore dual language VAPA classes to expand credit options	<ul style="list-style-type: none"> Identify BCLAD/VAPA teachers interested in dual credit options Create Course Outlines Submit for Board Review 	Budget implications unknown	Dual Language Immersion/Bilingual Education Specialist TOSA & District Arts Coordinator	Course Outlines

Explore elementary schedule for “special rotation” possibilities	<ul style="list-style-type: none"> • Create subcommittee to explore models and create an implementation plan • Determine needs for any additional staff 	Budget implications unknown	Director of Teaching & Learning, Site Admin & CCUSD Arts Coordinator	Plan presented to School Board
Goal 3: Ensure dedicated spaces and facilities				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Implement key suggestions from facilities plan	<ul style="list-style-type: none"> • Review document of facilities suggestions and select key projects and create a timeline for implementation 	Budget implications unknown	Asst. Superintendent of Fiscal Services, MOT & District Arts Coordinator	List of facility updates
Goal 4: Engage diverse Community Arts Partners				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Create and review map of Community Arts Partnerships and field trips across the district	<ul style="list-style-type: none"> • Evaluate findings through a lens of diversity • Create a list of recommendations of additions or substitutes • Communicate with Community Arts Partners to see how they can adapt/grow to evolving district needs 	No Budget Implications	Asst. Superintendent of DEI & District Arts Coordinator	Report to DCAT

Culver City Unified School District
Phase 2 Action Plan
Years 2025-2028

Strategic Direction #3: SUSTAINABILITY - Engage students and community to amplify the impact of the arts

Goal 1: Engage family and community as advocates

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Deepen parent engagement and increase understanding of the arts as a value in education and career pathways	<ul style="list-style-type: none"> Host 1-2 annual Creative Career Conversations with secondary students and families 	CTE Funds	District Arts Coordinator	Schedule of events and attendance metrics, including comparison from past years
Produce communication assets that make key information and opportunities visible and accessible	<ul style="list-style-type: none"> Implement website update with support of a website designer. Increase the number of videos produced by the communications consultant that communicate key messages to families and are viewable on demand Include reports on key arts education and creative careers research (e.g., Otis Report on the Creative Economy) in parent communications/events 	LCAP, Ed Foundation	District Arts Coordinator	Metrics on video views and website visits
Create site arts leads at each school for information sharing	<ul style="list-style-type: none"> Identify teacher leads and parent leads for each site Provide a “job description” for the role of site arts lead that focuses on disseminating communications broadly Announce the selected leads at a DCAT meeting to help build awareness 	LCAP Funds	District Arts Coordinator & DCAT	Site Leads engaged

Goal 2: Showcase student learning				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Have production-based art displayed across the district with a dedicated weather-proof display space at each elementary site, and MS and Frost foyer, proximal to the classroom	<ul style="list-style-type: none"> Survey VAPA teachers annually on current status and usage of display areas Coordinate with MOT to implement maintenance of art display spaces Teachers bi-annually compile student work to display Continue outreach to engage parent volunteers who have experience in this area 	Budget implications unknown	District Arts Coordinator	Number of display cases in place with student artwork displayed Number of classes (or students) whose work is displayed
Increase public showcase opportunities for student work	<ul style="list-style-type: none"> Expand collaborations with City of Culver City for displaying student work in public spaces (e.g., street banners) Expand outreach to local newspapers/media to include student artwork (e.g., feature stories, images, invitations, creative writing) and events on more communication channels Implement strategies, in collaboration with VAPA teachers and Site Principals, for showcasing student work at each campus during Open Houses and Back to School Night 	No Budget implications	Site Admin & Arts Coordinator	Number of student showcase opportunities with the City of Culture City Number of appearances of CCUSD VAPA in local media Student Showcases at Open Houses/Back to School Nights
Goal 3: Uplift Student Voice				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Collect student input and feedback on arts offering through survey and analysis of Secondary student course request forms	<ul style="list-style-type: none"> Implement annual survey to all students with support of teachers to share it in Canvas and during class time Gather student course requests from the Guidance Team Analyze course requests to see how student demand aligns with available course seats and highest priority for increased opportunities and adjustments over time Review results at a DCAT meeting to identify lessons and actions Student School Board Members present results to the Board 	No Budget Implications	District Arts Coordinator & DCAT	Survey Results and Recommendations Board Presentation

Goal 4: Engage peer-to-peer support to increase student interest and participation				
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)
Create a mentor program for high school students to mentor dance/theater/art/film students in MS and ES	<ul style="list-style-type: none"> Take lessons learned from pilot programs with MS to implement and expand opportunities, especially for populations that may not be invested in the arts. 	LCAP Funds	District Arts Coordinator	Number of mentors

Appendix

Culver City Unified School District

Practical Vision for the Arts

January 12, 2023, and February 16, 2023

Answering the question – “In five years, what do we want to see in place in the arts as a result of our plan? The sections in color represent the Vision Elements.

STUDENT VOICE						
Infrastructure				Sustainability		
Highly Qualified Credentialed Full-Time Arts Instructors	Dedicated and Fully Supported Arts Facilities District-Wide	Inclusive Community and Family Collaborations	Leveraged and Supportive Community Partnerships	Engaged, District Supported Advocacy	Continuous Evolution Based on Collective Evaluation	Sustainable, Diversified Funding Streams
Expanded learning opportunities	Designated music room for each elementary school	Inclusive Artistic Community	Increased community commitment to connect resources for art education	Ongoing professional development and collaboration in arts integration	Transparency about the Arts in schools out to the community	Single organization for donations
Increased frequency of arts classes for students	Well-equipped tools and spaces for VAPA		Art partners are on campus	Arts education rewritten as core subject area	Consistent standards across grade levels	Superintendent and Board oversight
The arts program ensures diverse artists, writers, music, etc. so students can identify themselves	Designated band room and teacher for each elementary		Local creative economy informs career paths	Advocacy that informs the integration of language, culture, etc. in the arts	Students are asked what kind of arts classes they would like to see in schools	Proposition 28 utilized for expanding faculty
CTE teachers meeting minimum qualifications			Inviting teaching artists to support instructional needs			Include special education in the conversation
More arts teachers at the elementary and middle school level						Keep the equity committee in the loop
Diverse faculty that mirrors student population at each level						
Content						
Equitable Access for All Across All Schools	Transformative and Culturally Responsive Curriculum and Instruction	Student-Centered and Anti-Racist Teaching	District-Supported, Diverse Arts Offerings	Tangible Expression of Student Creativity on Campus	Creative Career and VAPA Pathways	Articulated, Integrated, and Dedicated Arts Instruction
Neurodiverse, disabled, and special populations included in every aspect of creating Arts	Anti-racist pedagogy	Students feel encouraged and comfortable connecting with other culturally meaningful	Increase of Zero Period offerings of other classes to more arts	Space for a community coffee house to do poetry slam, stand up comedy, etc. and	Extra-curricular opportunity across levels	Early exposure and lots of it

		artistic expressions (diverse and inclusive arts)	offerings into the school day	encourage student participation		
Expansion of equitable access to after school programs	Inclusion of non-western artistic disciplines	Student voice and choice is most important to our arts program	Expanded opportunities to participate in any and all arts for all students	Art should be everywhere: wall color, landscaping, tables	Art Therapy	All teachers embrace arts as a means to achieve learning outcomes
English Language Learners and Special Education with better access to all courses with support to follow students into arts classes	Each and every student is engaged in creative expression	Empowered to learn their own way – no right or wrong way	Diverse faculty that mirrors student population at each level	Priority on collaboration and opportunity	Fashion Design	Performance assessment options versus paper and pencil
Equity in student ability to participate in arts (parent financial contribution, time, etc.)	Teaching artists ensure they are teaching from an anti-bias, anti-racist and culturally inclusive lens	The arts program makes all students feel welcomed, valued, and challenged		Spoken Word	Photography	Cross grade/class arts collaboration
Arts options for Universal Design for Learning (UDL)	Justice and freedom Pre-K to graduation	Student led learning also shows up in student “voice” challenges to educators and administration		Dedicated arts presentations per grade	Performing Arts	Movement for athletes
The arts as a pathway to wellness and self-care	Multiple cultural perspectives towards cultural literacy	Students feel connected to adults and each other		Student artwork prominently displayed	Music	Students express knowledge by utilizing arts skills and modalities
	Diverse faculty that mirrors student population at each level	Student led learning is obvious in every classroom		Evidence of art in every classroom	Graphic Design	More frequency for arts programs already existing in primary schools
	BIPOC voices and cultures centered	Strong student voice				Dance is a part of PE curriculum in every grade
	Teaching diversity, fighting for justice through the arts	High schoolers (Arts Ambassadors) share an arts experience with younger students				Arts as a means of expression across content
	Annual cultural arts field trips in all grades	Students value and share arts that is meaningful to them without judgment				Music education every year, every student
	Working professionals from arts industry speaking with kids about their experience	Students comfortable expressing themselves and their culture				All students have access to all art forms
	Every single child is engaged authentically					
	Every student identifies as an artist					

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Culver City Unified 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 District/Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation. May 4, 2023, and May 18, 2023.

1. CONTENT - Ensure equitable and culturally responsive curriculum and instruction

Goal 1: Build culturally relevant curriculum

Actions:

- a. Create a district-wide goal of elementary music education standards so there is consistency across campuses
- b. Set aside time yearly for art teachers of similar disciplines to talk about and compare curricula
- c. Create resource document on relationship between teacher prep/set-up time and student activity
- d. Add year-long music in 4th and 5th grades with Symphonic Jazz Orchestra (Bach to Bebop grade 4 and Music of the World and Music of America grade 5) or set up mandatory instrument lessons in all 4th and 5th grade classes
- e. Create English department classes that combine English and performance theater
- f. Invite high school students to visit elementary schools to mentor or assist with visual arts, dance music (arts ambassadors)

Goal 2: Create a culture of professional learning

Actions:

- a. Train classroom teachers in Visual and Performing Arts Standards or have trained arts teachers visit core classrooms to teach arts techniques, translating the connection to other educational benefits (i.e.: core subjects, math, physical and mental/emotional health)
- b. Train counselors at the high school to guide students to what it takes to pursue an MFA in their specialty
- c. Create teacher PD to explore curricular strategies that support student voice (TAB, etc.)
- d. Convene a VAPA teacher PLC to share and learn strategies for anti-racist pedagogy, including healing-centered arts
- e. Train classroom teachers in VAPA standards
- f. Explore Contemporary Art Start at MOCA to include PD on Visual Thinking Strategies
- g. Create a stipend to support interdisciplinary work between teachers (i.e.: visual arts teacher does mask-making unit and dance does unit creating dance routines using the masks)

Goal 3: Support vertical articulation

Actions:

- a. Build the articulation of dance pathway with Santa Monica College
- b. Add a vertical articulation committee to review, revise, and innovate vertical alignment TK-12
- c. Vertical articulation committee should assess challenges/barriers at each school regarding scheduling and facilities to determine ways to improve Music Ed offerings
- d. Offer one summer session to get elementary visual arts aligned with middle and high school programs
- e. Provide assistance for K-12 students for portfolio creation (ie: Journoportfolio.com)
- f. Have media arts teachers in same meetings as fine arts in discussions across the district

Goal 4: Expand opportunities for college and career connections

Actions:

- a. Create lessons in arts businesses such as how to copyright, publish and market all artforms
- b. Incorporated creative career pathways into the K-12 curriculum
- c. Expand learning opportunities (i.e.: guest teachers, community college programs, etc.)

2. INFRASTRUCTURE - Build Sustainable Systems to support access to the arts

Goal 1: Support program expansion through strategic staffing

Actions:

- a. Provide intentional recruitment through diverse educator groups - diverse faculty that mirrors student populations
- b. Have HS teachers be on hiring committee for open MD art teacher positions and vice versa
- c. Ensure collaboration teacher for special needs in all subjects
- d. Consider shared faculty when lacking in lieu of none - more teachers in elementary and middle schools
- e. Hire full-time credentialed drama teacher and invest in arts education
- f. Hire full time computer, film, editing, programming faculty at MS
- g. Ensure that every student/every grade as required year-round music in elementary
- h. Increase music full-time employees - 3 elementary, 2 at CCMS additional support at CCHS, and full-time for CTE music
- i. Hire more music teachers at the elementary level
- j. Use Prop 28 to hire elementary music teachers (all grades at least bi-weekly)
- k. Restart choral programs in HS (concert chorus, vocal jazz, etc.) feeding from ES and MS choirs
- l. Have full time fine art teachers at elementary school and fine arts/media arts teacher at the middle school
- m. Find coverage for students that need one-on-one support for music or after-school classes (i.e.: theatre, choir, band performance)
- n. Hire choral music teachers to split schools in elementary

Goal 2: Support systems and schedules to support greater access

Actions:

- a. Provide scheduling that is student choice (desired vs. required) - place arts classes and other desires first and then build core/required around that (i.e.: Model at John Adams in SSMUSD)
- b. Become an "arts district for all" by changing master schedule to allow students to take more electives and art courses for four years if they so desire
- c. Create a "special classes" slot in the elementary schedule
- d. Ensure scheduling is in direct communication with counselors (CCMS and CCHS)
- e. Have counselors identify scheduling barriers for ELA and SpecED students and then improve the master schedule
- f. Expand wheel in MS with CTE pathways and arts electives during the day
- g. Try six-week rotations of dance in elementary PD at all sites
- h. Offer art classes for all at the MS, not just as an elective
- i. Explore 7 period schedule for middle school
- j. Add a guitar class
- k. Survey teachers about their needs. Need prep period between classes for set up. Common prep periods or knowledge of needs between MS/HS teachers
- l. Add two concert dates to district calendar before school starts for elementary
- m. Restart choral programs in HS (concert chorus, vocal jazz, etc.) feeding from ES and MS choirs
- n. Add a photography class
- o. Explore dual language VAPA classes to expand credit options
- p. Offer dance and marching band as PE credit

Goal 3: Ensure dedicated spaces and facilities

Actions:

- a. Examine existing facilities to see if they can be repurposed as dedicated music teaching spaces
- b. Offer a dedicated music room at all elementary sites
- c. Utilize the dance studio for non-pathway opportunities
- d. Create a coffeehouse/lounge space where HS students can share artistic and entrepreneurial sides
- e. Have a facilities walk-through with teachers and admin to assess and plan
- f. Expand arts "real estate" by creating HS storage shed for music, adding dedicated performance spaces in elementary schools. Use black box theater for MS and ES performances

- g. Create digital arts programs and tablets for high school (Adobe programs)
- h. Offer tech support visits bi-annually (start of school and mid-semester) for all art teachers (Adobe, updates, etc.) and be proactive rather than reactive (waiting until a problem comes up)

Goal 4: Engage diverse Community Arts Partners

Actions:

- a. Enrichment Gap: Offer a Wednesday After School Theater for each school (8-week residency)
- b. Offer equal opportunity for all kids involved in arts classes and field trips
- c. Streamline process for guest artist to teach in the classroom
- d. Share resources and volunteers between schools (recognizing that some schools have more parent resources/involvement than others)
- e. Add theater group to 4th or 5th grade curriculum
- f. Offer visit artist programs for dance, theater, music, and visual arts

3. SUSTAINABILITY - Engage students and community to amplify the impact of the arts

Goal 1: Engage family and community as advocates

Actions:

- a. Provide Quarterly Arts Updates to the Board to celebrate progress
- b. Invite elementary schools to each host an event celebrating one form of art (i.e.: Learn and Dance, Improv for Everyone, Drum Circle Plus, Community Mural)
- c. Create survey and document that shows how success is measured in each arts discipline
- d. Provide programming for parents to learn arts strategies/info
- e. Increase parent and community commitment with online workshops; inclusion of “the why” of arts education is important in news letter and other correspondences
- f. Get the parents involved by having an introductory night for arts ed
- g. Have parents advocate to school board for district to buy in to have dance classes at all elementary schools

Goal 2: Showcase student learning

Actions:

- a. Create or find a literary publications for creative writing students to publish
- b. Have production-based art displayed across the district with a dedicated display space at each elementary site, and MS and Frost foyer
- c. Invite students to create the event where they will be showing their work

Goal 3: Uplift student voice

Actions:

- a. Implement a student survey during class in their art classes and Student School Board Members present results to the Board
- b. Create a student survey to support the inclusion of student voice
- c. Analyze HS student course request forms to total art class requests

Goal 4: Engage peer-to-peer support to increase student interest and participation

Actions:

- a. Bring high school students to teach dance/theater/art/film class to MS and ES
- b. Ask high school students to play/perform for elementary students at their elementary schools
- c. High school students to visit elementary schools to mentor or assist with visual arts, dance, music (arts ambassadors)
- d. Offer more events where elementary students visit middle and high school to see performing arts (orchestra performances)
- e. Offer Arts Presentations at elementary schools to get more excited about middle school programs to help advertise
- f. Advertise the vocal program in announcements and offer increased middle schooler advertising
- g. Recruit students for elementary dance programs (hang out at kid’s community dance classes)

District/Community Arts Team Task Force Members

Name	Title/Role	Email
Aaron Smith	Parent (El Marino)	aaronsmithpercussion@gmail.com
Adam Sondik	Student (CCHS)	adamsondik@gmail.com
Alexis Reyes	Teacher, Film (CCHS)	alexisreyes@ccusd.org
Allison Noel	Parent (iAcademy)	alisonnoel50@gmail.com
Amy Hodge	Principal (El Rincon)	amyhodge@ccusd.org
Angela Baxter	Assistant Superintendent of Educational Services	angelabaxter@ccusd.org
Angie Graves	Parent (La Ballona)	angela@angelagraves.com
Arlis Allen	Teacher, Special Education (CCMS)	arlisallen@ccusd.org
Becky Herr Stephenson	Parent (Linwood Howe)	becky@stephenson.tv
Bonnie Poon	Parent, (Farragut and CCHS)	bonniepsasson@gmail.com
Brian Guerrero	Parent (CCHS), School Board Member	brianguerrero@ccusd.org
Carol Zee	Teacher, Dance (CCHS), AVPA Director	carolzee@ccusd.org
Crystal Yelverton	Parent (CCHS)	crysh33@gmail.com
Diana Fannon	Director of Special Education	dianafannon@ccusd.org
Dionne Garner	Director of Teaching and Learning	dionnegarner@ccusd.org
Eileen Pottinger	Teacher, CCAIL (Farragut)	eileenpottinger@ccusd.org
Elizabeth Ko	Parent (El Marino)	elizabethkoyoun@gmail.com
Gina Polesetsky	Parent (Farragut, CCMS, CCHS) PTA DEI Rep	gina.polesetsky@gmail.com
Heather Moses	Parent (CCHS), District Arts Coordinator	heathermoses@ccusd.org
Jennifer Smith, Ed.D.	Assistant Superintendent of DEI	jennifersmith@ccusd.org
Jill Sowell	Parent (CCMS), Community Arts Partner (SJO)	jillisowell@gmail.com
Joanna Brody	Parent (CCHS)	joanna@brody-pr.com

Joanne Nazarian	Parent (CCMS), K-12 SWP Pathway Coordinator	joannenazarian@ccusd.org
Joelina Machera	Parent (CCHS), Member of Equity Advisory Committee	joelina@machera.us
Kelly Kent	Parent (CCHS), CCUSD Board Member	kellykent@ccusd.org
Kurt Scott	Parent (Linwood Howe)	kurt.c.scott@gmail.com
Margaret Alarcón	Teacher, CCAIL (El Marino)	Margaretalarcon@ccusd.org
Megan Kirkpatrick	Parent (Farragut, CCMS), LA County Department of Arts and Culture	mkirkpatrick@arts.lacounty.gov
Nicole Ketchem	Parent (CCMS)	nicole358@gmail.com
Patricia Grahm	Community Member, past parent	parades.grahns@gmail.com
Rachel Schinderman	Parent (CCMS)	rachelzients@hotmail.com
Sara VanMoorlehem	Parent (Linwood Howe)	vanmoors@gmail.com
Scott Leta	Parent (Farragut), Classified employee	scottleta@gmail.com
Shannon Halwes	Parent (El Rincon)	shalwes@mac.com
Spencer Hart	Teacher, Music (CCMS, CCHS)	spencerhart@ccusd.org
Sukai Strom	Parent (La Ballona, CCMS), Teacher (El Rincon)	sukaistrom@ccusd.org
Summer McBride	Parent (El Rincon, CCMS, CCHS), Classified Employee, EAC Committee	teammcbride6@gmail.com
Susana Fattorini	Teacher, Visual Art (CCHS), Parent (CCHS), District Advisory Committee, Partner Advisory Committee, Equity Advisory Committee	susanafattorini@ccusd.org
Tamara Duricka Johnson	Parent (El Marino)	tduricka@gmail.com
Tony Spano	Teacher, Music (CCHS)	tonyspano@ccusd.org
VK Shah	Parent (El Rincon)	creativepost@gmail.com
Wendy Hamill	Parent (CCHS), Ed Foundation	wendyhamill@ccusd.org
Zachary Kronlage	Student (CCHS)	zacharykronlage@students.ccusd.org