



Castaic Union

School District

Five Year Strategic Arts Plan

2022-2027

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

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Castaic Union School District Arts Education Background

Castaic Union School District is a suburban school district located in the northwest corner of the Santa Clarita Valley, in the northern portion of Los Angeles County. Castaic serves nearly 1,900 students in grades Transitional Kindergarten through eight. Our diverse student population (4.7% Two or More Races; 2% African American; 41% White; 3.7% Asian; 44.8% Hispanic; and, 3.8% Filipino) is served in three elementary schools and one middle school. Our goals in developing this Strategic Arts plan is to ensure that all students have equitable access to arts education and arts experiences as well as to build teacher capacity in the arts within our district. Two of our elementary schools (Castaic and Live Oak) currently have a music teacher which is partially funded by their PTA organizations and our other elementary school is currently in the process of hiring a music teacher for their site. Our middle school has an excellent music program, consisting of both choral and instrumental instruction and also has art and media arts class offerings. The students of our district participate annually in the PTA Reflections program which focuses on visual arts as well as the city's "Art in the Mall" program which highlights visual art projects for each district in our valley. Additionally, this year, with the development of the music program at our new high school (which is part of the Hart District), our students participated in a Community Showcase event which featured choral and instrumental groups from the elementary schools, the middle school and the high school. We hope to make this an annual event.

CUSD's mission states that, 'Castaic Union School District advances the hearts and minds of students through innovative learning, differentiated teaching to challenge all learners, and provides a holistic approach to wellness in a secure, safe environment. Castaic Union School District will develop independent, high achieving and socially responsible students. Our district fully supports the arts as a way to achieve our mission. We look forward to seeing how our new vision and Strategic Arts plan will promote the arts in a way that is equitable and inclusive of all students in our diverse population, providing all learners with innovative learning and rich experiences in the arts.

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

- Comprehensive, interdisciplinary Arts integration
- Equitable, discrete and integrated dance instruction
- Weekly inclusive elementary music and chorus
- Standards-based VAPA curriculum
- Dynamic and collaborative theater program
- Empowered innovative educators
- Robust multi-medium visual art program
- Culminating community-oriented VAPA showcases
- Accessible and all-inclusive art opportunities
- Continuous and committed VAPA support

The Strategic Arts Team of the Castaic Union School District identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for the District.

Strengths <i>Momentum Towards Vision</i>	Challenges <i>Forces Resisting Our New Direction</i>
● Past Instrumental Program With Orchestral and Band Instruments at CE ● Teachers are excited to learn about the arts ● Theater Program at CMS ● General Ed Teachers that have an arts credential as well ● Strong Music Program at CMS ● After school Chorus at Live Oak and C.E. ● Instrumental music in elementary ● History of dance/music residency ● Musical Instruments at the Elementary Schools ● Strong music at Live Oak and CE ● Some use of arts integration at CMS ● Live Oak has a class set of keyboards ● Past relationship with Cal Arts ● Kennedy Center trained teachers ● Teachers with VAPA skills ● Yearbook class at CMS ● Money is coming from the state for arts education ● Introduction to Art Exploratory at CMS	● Too many competing priorities for Teachers ● Unclear about what arts funding we will receive from the state ● Difficulty finding part time music teacher at Northlake Hills Elementary ● Most CMS teachers integrate the arts, but not all. Need more buy in by some. ● Low self-esteem/unfamiliarity for teachers when teaching the arts ● No music teacher at Northlake Hills ● Confusion over VAPA standards ● Difficulty finding arts teachers to work for a classified salary ● More training needed for middle school arts integration ● Unclear about sustainability of Arts teacher workforce ● Teachers need training in arts ● Teachers feel limited in their art capabilities ● Lack of space to make art products ● Accessible Art standards for general education teachers ● No access to kiln/art supplies at Live Oak ● Low self-esteem for students in art
Opportunities <i>Untapped Resources</i>	
● Teachers with VAPA skills could support teachers that lack those skills ● Current general elementary Teachers could serve as leaders in this work ● Schools sharing resources with schools that lack them ● Art TOSA ● Training for teachers in the arts/clarity in VAPA standards	

- Parent groups willing to support the Arts
- Current staff can use teacher clarity to assist with greater integration understanding
- Obtaining art supplies for teachers and students
- Community involvement for fundraising
- Middle school based training instead of only elementary
- VAPA Skilled Teachers offer training to other teachers
- Utilize our teachers with a music/art credentials
- Kennedy Center trained teachers offer training to peers
- Cheat sheet for teachers that include the VAPA standards
- Dance/art residency at the schools

STRATEGIC DIRECTIONS

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

STRATEGIC DIRECTION

Increase Student VAPA Opportunities for Cultural Relevancy

Goal 1

Expose Students to Professional Performances and Showcases

Goal 2

Increase Student VAPA Opportunities

STRATEGIC DIRECTION

Build Teacher Capacity through Systems of Support

Goal 1

Expanding Curriculum through Arts Integration

Goal 2

Equipping and Empowering Teachers with Knowledge of VAPA Standards

Goal 3

Building Teacher Capacity through Professional Development

STRATEGIC DIRECTION

Develop Sustainable Support for the Arts

Goal 1

Reformulate Instructional Priorities

Goal 2

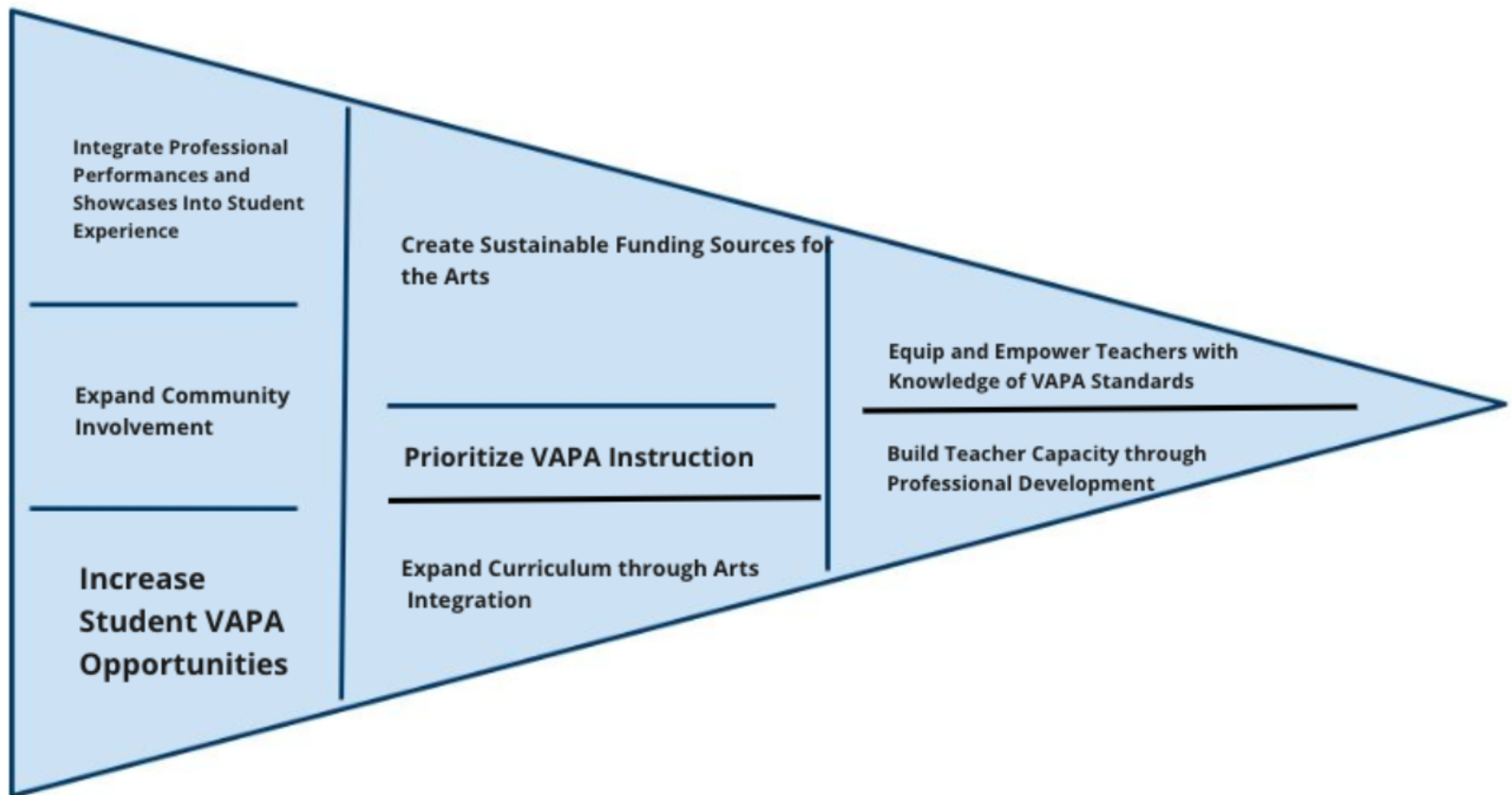
Expand Community Involvement

Goal 3

Procure Designated Spaces/Equipment for VAPA Activities

PRIORITY WEDGE

Looking to the future and implementing goals within the 2022-2027 arts plan, the committee identified the highest leverage implementation actions to focus on. The areas below articulate the **first (front of the wedge)**, **second (center)** and **third level (back)** priorities.



**Phase I/Year 1 Implementation Plan
2022-2023**

Strategic Direction: Increase Student VAPA opportunities for cultural relevancy

GOAL: Integrate Professional Performances and Showcases into Student Experiences

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Bring in performing arts assemblies for each school, ensuring that each grade level has the opportunity to attend at least one assembly per year.	☐ Create a VAPA team at each school. ☐ Identify current budget allocation for assemblies for each schools. ☐ VAPA team explores available options and shares findings with administrator. ☐ Contract with assembly provider(s) if funding allows.	Site Administrators VAPA Team	Site Budget	Each grade has attended at least one assembly during the school year
Provide VAPA field trip opportunities for each grade level at each school, ensuring one field trip per year.	☐ Leadership teams identify current budget allocation for field trips for each grade level at each school. ☐ Leadership team explores available options and shares findings with administrator. ☐ Get approval for field trip(s) from administrator and district. ☐ Follow district protocols to secure transportation for field trip(s). ☐ Contract with field trip provider(s) if funding allows.	Site Administrators Leadership teams	Site Budget	Each grade has attended at least one field trip during the school year

GOAL: Increase Student VAPA Opportunities

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Establish a VAPA committee to explore available art curriculum	☐ Confirm VAPA committee members from the strategic planning team. ☐ Develop a rubric to evaluate curriculum. ☐ Recommend a curriculum to adopt for Phase II	District Administrator	Included in LCAP	Visual Art Curriculum is recommended for adoption for Phase II
Hire a music teacher at Northlake Hills	☐ Identify current budget allocation for hiring a music teacher at NLH. ☐ Develop a job description for music teacher position ☐ Conduct a search and hold interviews to secure a qualified person to hire to teach music at NLH. ☐ Implement weekly music sessions with a qualified music teacher.	Site Administrator	Site Budget	A music teacher has been hired and weekly music sessions have been scheduled.
Display student artwork at Valencia Mall per community schedule	☐ Appoint/confirm lead teacher to act as a liaison between community school district ☐ Lead teacher will gather and install art work from all school sites in district to	Lead Teacher	No budget implication	Display of student artwork at Valencia Mall

	be displayed at the Valencia Mall			
Continue student participation in annual Community Musical Showcase event	☐ District music teachers will collaborate with Castaic High School music teacher to plan and implement Community Musical Showcase event. ☐ Dates for community showcase will be included on the district calendar.	District Music Teachers	No budget implication at this time	Students participate in annual Community Musical Showcase event

Strategic Direction: Build teacher capacity through Systems of Support				
GOAL: Equip and Empower teachers with Knowledge of the VAPA Visual Arts and Music standards.				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Determine What Teachers currently know regarding VAPA standards	☐ Appoint an administrator and/or teacher leader to develop survey and analyze results ☐ Develop a Google Forms survey to assess VAPA standards knowledge (categorized by discipline) ☐ Conduct google survey at Wednesday planning or staff meeting. ☐ Determine next steps based on survey results.	District administrator to develop survey VAPA team to disseminate survey at each site and assess results to determine next steps	LCAP	Next steps are determined to solidify understanding and use of VAPA standards

Provide easily accessed and understood resource for VAPA Standards	☐ Appoint a VAPA expert teacher led committee to research and/or develop a VAPA resource. ☐ Distribute and include in district shared drive the VAPA resource for all district teachers.	Sub-committee from Teacher Clarity committee	LCAP	VAPA standards guide is shared district-wide
GOAL: Building Teacher Capacity through Professional Development				
Provide professional development in arts integration for each of the VAPA disciplines to build teacher capacity.	☐ Determine who will provide each of the VAPA PD's for arts integration ☐ Provide Alludo or other after school trainings in Visual Arts and Music.. ☐ Develop integrated lessons for music and visual art with assistance from experienced teacher leaders. ☐ Include integrated lessons in district shared drive.	District administrator VAPA Team Sub-committee from Teacher Clarity committee	LCAP	Professional development is provided in arts integration for Visual Art and Music resulting in arts integration lessons shared on district drive

GOAL: Expand the curriculum through arts integration.				
Actions	Tasks	Point Person(s)/	Budget	Measurable Outcome
Incorporate arts integration to enhance student learning.	☐ Meet as cross district grade level teams to develop and refine arts integration lessons in music and visual arts ☐ Teach a minimum of three to six arts integration lessons during first year of implementation.	District Administrator	LCAP	A minimum of three to six arts integration lessons are taught at each grade level during first year of implementation.

Strategic Direction: Develop sustainable support for the Arts

GOAL: Reformulate instructional and funding priorities

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Apply for advancement grant	☐ Determine what project will be addressed based on priorities in the strategic plan ☐ Determine who write the advancement grant proposal ☐ Submit	District Administrator VAPA Team	LCAP with matching funds	Receive Advancement Grant

GOAL: Expand Community Involvement

District Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Increase student participation with PTA Reflections and Castaic Ed Foundation to 25% participation	1. Increase Parent Square notice to students by advertising it w/ more lead time 2. Teachers promote participation opportunities to their classes via announcements/newsletters and consider beginning project in class 3. Consider sending materials home with students	Site Administrators PTA Reflections Committee	None	Increased student participation in PTA Reflections to 25%
Continue the Annual Community Showcase	☐ Plan a meeting with the lead music teachers involved ☐ Ensure it in CUSD and CHS calendar	District Music Teachers	No budget implication at this time	Students participate in annual Community Musical Showcase event

Create a family art night (enlist parents to sponsor)	☐ Schedule a date for family visual art night at each individual campus ☐ Recruit parent volunteers ☐ Procure donations for materials and /or purchases ☐ Schedule meeting with teachers to collect and present work ☐ Advertise with parents and school community	Site Administrators Leadership Teams	Site Budget	Family Art Night established at each school site
Design a district-wide VAPA Parent Booster Group	☐ Interview Newhall etc. to learn steps in creating Music Makers ☐ Design parent participation regarding grade level ie. does middle school have its own booster? ☐ Determine positions ie. president ☐ Determine frequency of meetings and focus ☐ Determine funding opportunities	District Administrator	None	District-wide Parent Booster Group is established

**Phase II/Years 2-3 Implementation Plan
2023-2025**

Strategic Direction: Increase Student VAPA opportunities for cultural relevancy

GOAL: Integrate Professional Performances and Showcases into Student Experiences

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue to bring in performing arts assemblies for each school, ensuring that each grade level has the opportunity to attend at least one assembly per year.	☐ Determine funding source for assembly costs and create budget (e.g. LCAP) ☐ Research and schedule arts assemblies providers	Site Administrators VAPA Team	Site Budget	Each grade has attended at least one assembly during the school year
Continue to provide VAPA field trip opportunities for each grade level at each school, ensuring one field trip per year.	1. Leadership teams identify current budget allocation for field trips for each grade level at each school. 2. Leadership team explores available options and shares findings with administrator. 3. Obtain approval for field trip(s) from administrator and district. 4. Follow district protocols to secure transportation for field trip(s). 5. Contract with field trip provider(s) if funding allows.	Site Administrators Leadership Team	Site Budget	Each grade has attended at least one field trip during the school year

GOAL: Increase Student VAPA Opportunities

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Adopt & implement a visual arts curriculum	☐ Secure funding for arts curriculum ☐ Create a teacher expert committee to research existing arts curriculum and explore the possibility of a district created curriculum. ☐ Provide teachers with a professional development designed by publisher of arts curriculum	District Administrator VAPA Team	LCAP	Visual Arts Curriculum adopted and implemented
Continue to provide a music program at each elementary school	☐ Continue weekly music schedule at the elementary schools, ensuring equitable access to all students ☐ Establish a scope and sequence of music curriculum as established current music teacher at CE and LO and provide school site administrators with that scope and sequence	Site Administrator District Music Teachers	Site Budget	Music schedule is established and scope and sequence for music instruction has been established
Continue to showcase student artwork	☐ Student artwork will be displayed annually at the Valencia Mall and facilitated by teacher leader	Lead Teacher	No budget implication	Display of student artwork at Valencia Mall
Continue music performances within the community.	☐ Students at the elementary and middle schools will participate in the Community Musical Showcase as directed and implemented by the music teachers	District Music Teachers	No budget implication at this time	Students participate in annual Community Musical Showcase event

Strategic Direction: Build teacher capacity through Systems of Support

GOAL: Equip and Empower teachers with Knowledge of the VAPA standards adding media arts.

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Provide easily accessed and understood resource for VAPA Standards in theater and dance	☐ Appoint a VAPA expert teacher led committee to research and/or develop a VAPA resource. ☐ Distribute and include in district shared drive the VAPA resource for all district teachers.	Sub-committee from Teacher Clarity committee	LCAP	VAPA standards guide is shared district-wide
Provide support and accountability for teachers in implementation of the VAPA standard content in visual arts and music	☐ Expert teacher leaders will provide support for teachers in the implementation of the VAPA standards in visual arts and music ☐ Site administrators will provide accountability in the implementation of the VAPA standards in visual arts and music	Expert teacher leaders Site Administrators	Site Budget	Visual and Music Arts evident in administrator walk-thoughts
Create VAPA Teacher clarity Hyperdocs	☐ Teacher expert leaders continue working on hyperdocs for all disciplines.	District administrator VAPA Team Sub-committee from Teacher Clarity committee	LCAP	VAPA Lessons are shared by grade level in the Teacher Clarity Drive

GOAL: Building Teacher Capacity through Professional Development

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Provide training in media arts (photography/video editing).	☐ Introduction to trainings at staff meetings(One for each discipline)	District Administrator VAPA Team	LCAP	Professional development is provided in arts integration for media arts resulting in arts

	☐ Develop integrated lesson for: media arts (photography/video editing), with assistance from experienced teacher leaders ☐ Alludo or after schools trainings in media arts (photography/video editing).	Sub-Committee from Teacher Clarity Committee		integration lessons shared on district drive
GOAL: Expand the curriculum through arts integration				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue arts integration training in VAPA standards to continue in building teacher capacity.	☐ Meet as cross district grade level teams to develop and refine arts integration lessons in music and visual arts (ongoing) ☐ Teach a minimum of five to eight arts integration lessons during years two and three of implementation.	District Administrator	LCAP	A minimum of five to eight arts integration lessons are taught at each grade level during years two and three of implementation.
Strategic Direction: Develop sustainable support for the Arts				
GOAL: Reformulate instructional and funding priorities				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Apply for advancement grant	☐ Determine what project will be addressed based on priorities in the strategic plan ☐ Determine who write the advancement grant proposal ☐ Submit	District Administrator VAPA Team	LCAP with matching funds	Advancement Grant received

Determine Art Room availability at each elementary school site and establish where possible	☐ Survey site administrators to determine availability of arts room space and equipment needed to set up the room	Site Administrators	Site Budget	Art Room set up and in use at each site where possible
Train teacher to use Kiln at Northlake	☐ Determine expert teachers that have knowledge of kiln use ☐ Expert teachers will provide training for kiln use ☐ Support the development of lessons that make use of fired clay pieces	Site Administrators Expert teachers	Site Budget	Northlake students create fired clay pieces at each grade level
Procure kiln at Live Oak and choose teacher to train for use	☐ Determine funding source for new kiln ☐ Create a committee to resource possible kiln purchase ☐ Assign teacher to train in the use of the kiln ☐ Support the development of lessons that make use of fired clay pieces	Site Administrators Expert teachers	Site Budget	Live Oak students create fired clay pieces at each grade level

GOAL: Expand Community Involvement

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Increase participation with PTA Reflections and Castaic Ed Foundation (ongoing) to 50%	☐ Increase Parent Square notice to students by advertising it w/ more lead time ☐ Teachers promote participation opportunities to their classes via announcements/newsletters and consider beginning project in class ☐ Consider sending materials home with	Site Administrators PTA Reflections Committee	None	Increased student participation in PTA Reflections to 50%

	students			
Continue the Annual Community Showcase and reflect to respond to any shifting needs or goals (ongoing)	Lead music teachers will continue to plan and implement the Annual Community Showcase	District Music Teachers	No budget implication at this time	Students participate in annual Community Musical Showcase event
Continue and improve upon family art night (ongoing)	☐ Reflect upon successes and challenges of the previous year's family night and adjust as necessary ☐ Schedule a date for family visual art night at each individual campus ☐ Recruit parent volunteers ☐ Procure donations for materials and /or purchases ☐ Schedule meeting with teachers to collect and present work ☐ Advertise with parents and school community	Site Administrators Leadership Teams	Site Budget	Family Art Night established at each school site
Create a District wide VAPA booster organization	☐ Create an interest survey to families to determine which families are interested and what availability is ☐ Survey to teachers to determine interest for teacher representation to rotate participation in meetings ☐ Determine Booster Group president ☐ Schedule meetings and determine focus/goals including fundraising goals and tactics	District Administrator	None	District-wide Parent Booster Group with a group president is established

**Phase III/Years 4-5 Implementation Plan
2025-2027**

Strategic Direction: Increase Student VAPA opportunities for cultural relevancy

GOAL:

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Bring in performing arts assemblies for each school, ensuring that each grade level has the opportunity to attend at least one assembly per year	VAPA team at each school will: ☐ Identify current budget allocation for assemblies for each schools. ☐ Explore available options and share findings with administrator. ☐ Contract with assembly provider(s) if funding allows.	Site Administrators VAPA Team	Site Budget	Each grade has attended at least one assembly during the school year

GOAL: Integrate Professional Performances and Showcases into Student Experiences

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Provide VAPA field trip opportunities for each grade level at each school, ensuring one field trip per year.	☐ Leadership teams identify current budget allocation for field trips for each grade level at each school. ☐ Leadership team will explore available options and share findings with administrator. ☐ Get approval for field trip(s) from administrator and district. ☐ Follow district protocols to secure transportation for field trip(s). ☐ Contract with field trip provider(s) if funding allows.	Site Administrators Leadership teams	Site Budget	Each grade has attended at least one field trip during the school year

GOAL: Increase Student VAPA Opportunities				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Fully implement a visual arts curriculum	☐ Evaluate scope and sequence of the available visual art curriculums ☐ Create a teacher survey to confirm use of the appointed visual arts curriculum	District Administrator VAPA Team	LCAP	Visual Arts Curriculum adopted and implemented
Continue to provide a music program at each school.	☐ Continue weekly music schedule, ensuring equitable access to all students ☐ Site administrators will evaluate the music teachers fidelity to the music instruction scope and sequence	Site Administrator	Site Budget	All students have equitable access to weekly music lessons.
Continue to showcase student artwork and performing arts within the community.	☐ Student artwork will reflect visual arts curriculum and will be displayed annually at the Valencia Mall. ☐ Elementary and middle school students will continue to participate in the Community Musical Showcase.	Lead Teacher Elementary and Middle School Music Teachers	No budget implication	Display of student artwork at Valencia Mall and Castaic Community Showcase continues each year.
Strategic Direction: Build teacher capacity through Systems of Support				
GOAL: Equip and Empower teachers with Knowledge of the VAPA standards adding media arts.				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Create discussion opportunity for teachers to share successes and challenges in the use of the VAPA resources provided	☐ Site administrators will schedule a discussion opportunity to reflect and share best best practices	Site administrators	None	Teachers are regularly sharing their successes and challenges in using VAPA resources

Create VAPA Teacher clarity Hyperdocs.	☐ Teacher clarity leaders continue working on Hyperdocs for all disciplines to including media arts standards	District administrator VAPA Team Sub-committee from Teacher Clarity committee	LCAP	VAPA Lessons are shared by grade level in the Teacher Clarity Drive
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GOAL: Building Teacher Capacity through Professional Development

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue to provide training in media arts (photography/video editing) and continue arts integration training in VAPA standards	☐ Introduction to training at staff meetings (One for each discipline). ☐ Develop integrated lesson for media arts (photography/video editing), with assistance from experienced teacher leaders ☐ Alludo or after schools training in media arts (photography/video editing).	District Administrator VAPA Team Sub-Committee from Teacher Clarity Committee	LCAP	Professional development is provided in arts integration for media arts resulting in arts integration lessons shared on district drive

GOAL: Expand the curriculum through arts integration

Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Continue arts integration activities at each grade level	☐ Meet as cross district grade level teams to develop and refine arts integration lessons in music and visual arts (ongoing) ☐ Teach a minimum of nine to twelve arts integration lessons during years two and three of implementation.	District Administrator	LCAP	A minimum of nine to twelve arts integration lessons are taught at each grade level during years four and five of implementation.

Strategic Direction: Develop sustainable support for the Arts				
GOAL: Reformulate instructional and funding priorities				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Apply for advancement grant	☐ Determine what project will be addressed based on priorities in the strategic plan ☐ Determine who write the advancement grant proposal ☐ Submit	District Administrator VAPA Team	LCAP with matching funds	Advancement Grant received
GOAL: Expand Community Involvement				
Actions	Tasks	Point Person(s)/ Group responsible	Budget Implications	Measurable Outcome
Increase participation with PTA Reflections and Castaic Ed Foundation (ongoing)	☐ Increase Parent Square notice to students by advertising it w/ more lead time ☐ Teachers promote participation opportunities to their classes via announcements/newsletters and consider beginning project in class ☐ Consider sending materials home with students	Site Administrators PTA Reflections Committee	None	Increased student participation in PTA Reflections to 60%
Continue and expand the Annual Community Showcase (ongoing)	Lead music teachers will continue to plan and implement the Annual Community Showcase	District Music Teachers	No budget implication at this time	Students participate in annual Community Musical Showcase event

Continue and improve upon family art night (ongoing)	☐ Reflect upon successes and challenges of the previous year's family night and adjust as necessary ☐ Schedule a date for family visual art night at each individual campus ☐ Recruit parent volunteers ☐ Procure donations for materials and /or purchases ☐ Schedule meeting with teachers to collect and present work ☐ Advertise with parents and school community	Site Administrators Leadership Teams	Site Budget	Family Art Night established at each school site
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APPENDIX

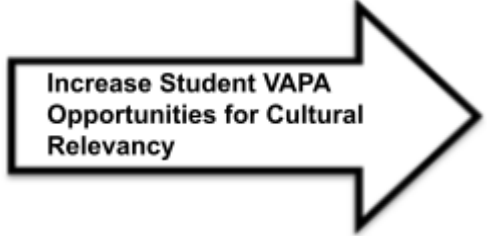
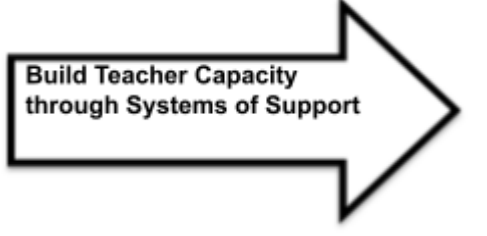
Vision Workshop Documentation
Strategic Directions Workshop Documentation
Arts Committee Roster

Castaic Union School District Practical Vision for the Arts

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

Comprehensive Interdisciplinary Arts Integration	Equitable Discrete and Integrated Dance Instruction	Weekly Inclusive Elementary Music and Chorus	Standards Based VAPA Curriculum	Dynamic and Collaborative Theater Program	Empowered Innovative Educators	Robust Multi-medium Visual Art Program	Culminating Community-Oriented VAPA Showcases	Accessible and All-Inclusive Art Opportunities	Continuous and Committed VAPA Support
Art integrated into every subject	Dance as a PE component (more than just outside play)	Music 1x per week in all elementary classes	Art Skills being taught	Theater production classes (5th and up)	Arts Liaison/ TOSA	Multi-Medium Supplies and Materials (Provided)	Culminating Artist Showcase	Full range of VAPA Discipline Enrichment Electives for K-8	Procuring grants
Creation of Interdisciplinary art projects (arts integration)	Dance instruction for PE at least one trimester	Instrumental music in elementary	Teacher Clarity (Understanding Standards) for all genres of art	Full drama program with musicals at CMS	Full time art teacher at CMS	Multiple art forms- 3D	Culminating events for all of VAPA	A supported after school music/art program	Utilize Castaic Ed Foundation for VAPA
Integrated Arts Lessons Focus	Dance integration	Students writing lyrics & singing in elementary		Writing their own scripts/ performing	Innovative teachers willing to integrate the arts.	Ceramics programs K-8		Providing VAPA choice	Enhanced parent participation
	Discrete dance curriculum				Resources for all arts disciplines by grade level				
					Mentor Artist Workshop/M asterclass				

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

Expose Students to Professional Performances and Showcases - Bring in performing arts assemblies - Create VAPA field trip opportunities	Increase Student VAPA Opportunities - Provide increased VAPA opportunities - Hire music teacher at NLH - Utilize Arts in Action curriculum		
Expanding Curriculum through Arts Integration - Incorporate arts integration to enhance student learning - Professional development in arts integration - Shared Google drive arts integration lesson resources	Equipping and Empowering Teachers with Knowledge of VAPA Standards - Provide VAPA standard “cheat sheets” - Create resource for prioritized VAPA standards - Create VAPA Teacher clarity Hyperdoc with resources	Building Teacher Capacity through Professional Development - Provide after school training to build capacity in arts integration - Monthly VAPA training by skilled teachers - Alludo trainings on VAPA Standards - Determine training needs survey- teacher knowledge/comfort levels - Utilize existing staff to train peers	
Reformulate Instructional Priorities Create high priority academic standard focus to allow designated time for VAPA	Expand Community Involvement - Increase participation PTA Reflections program - Parent/student arts articulation opportunities (after school/evenings) - Create a PTA or Arts foundation - Develop connections with CalArts/ CAP, COC and other colleges	Procure Designated Spaces/Equipment for VAPA Activities - Designate art room at each school site - Get a kiln for Live Oak or determine share schedule	

Castaic Union School District Strategic Arts Planning Committee

Kim Tredick, Assistant Superintendent of Educational Services

Lisa Loscos, Principal, Northlake Hills Elementary

Elizabeth Abrahamson, Teacher, Live Oak Elementary

Kerry Summers, Teacher, Live Oak Elementary

Cynthia Hatton, Teacher, Castaic Elementary

Karla de Lemos, Teacher, Castaic Middle School

Marie Gilbert, Teacher, Northlake Hills Elementary