



Strategic Arts Plan

2025-2030

Table of Contents	
About the Arts Education Collective	Page 1
Arts Education at ICEF, Strategic Arts Planning at ICEF and Why Now	Pages 2-3
ICEF Mission, Strategic Goals and VAPA Vision	Page 4
Executive Summary	Pages 5-6
Phased Action Plan	Pages 7-15
LCAP Alignment	Pages 15-16
Appendix	Pages 17-20

The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and ICEF Public Schools.

In 2024-25 the District worked with Arts Ed Collective Coach Sandy Seufert over a series of in-person and virtual dates on September 30, November 6, and February 21, 2025, to complete this plan.

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.

Arts Education at ICEF, Strategic Arts Planning at ICEF, and Why Now

Arts Education at ICEF

Since its inception, ICEF has made the arts a foundational element of its educational philosophy, centering its curriculum around the “Three A’s – Academics, Arts, and Athletics.” The Visual and Performing Arts Department plays a vital role in shaping a well-rounded education at ICEF. We believe that nurturing the whole child includes creating opportunities for students to explore their talents, express themselves, and develop creatively.

All students in kindergarten through 8th grade are required to take an arts course, with each campus offering a designated discipline—whether music, visual arts, or dance. These elementary courses are designed to build foundational skills, support language development, foster historical understanding, and offer meaningful studio experiences. At the middle and high school levels, students can choose from a wide range of visual and performing arts classes, along with various extracurricular opportunities.

Recognizing that the arts are a driving force in Los Angeles’ creative economy, our high school programs are designed to expose students to diverse career pathways in the arts. In 2018, ICEF View Park Preparatory High School introduced Career and Technical Education (CTE) pathway courses in Arts, Media, and Entertainment (AME). These courses align with professional standards and provide students with practical, industry-relevant experiences that promote career readiness.

Currently, the high school is cultivating partnerships with apprenticeship sponsors to strengthen its pre-apprenticeship curriculum within the CTE AME pathways. Our long-term goal is to expand access and ensure greater equity in arts, media, and entertainment career opportunities for all students.

Strategic Arts Planning at ICEF

In 2010, ICEF Public Schools partnered with Arts for All (currently known as the Arts Ed Collective) to create its first Strategic Arts Plan, which was written for the 2011-2012 academic year. Leadership from ICEF’s VAPA department collaborated with a coach to create a plan by way of a community building process where ideas and action items were generated for ICEF’s arts education goals. Since then, ICEF’s leadership has continued to work with the LA County Arts Ed Collective to revise and update their Strategic Arts Plan through similar community building processes. In 2016, ICEF’s Strategic Arts Plan was revised once again following a similar process. It was updated as a 3-year plan, where remaining and new arts education needs were added and addressed.

This past school year, 2024-25, the Arts Planning Team of ICEF Public Schools worked with coach Sandy Seufert from the Arts Ed Collective to update the Arts Strategic Plan (the former plan was for 2020-2025), aligning it with the District’s LCAP Goals and Actions and Proposition 28 funding. The planning team included Visual and Performing Arts Teachers and Administrators. This current plan for 2025-30 is our third strategic plan.

Why Now?

In the 2024–2025 school year, ICEF underwent a major organizational and leadership restructuring, welcoming a new CEO who has identified the arts as a strategic priority across the charter network. Recognizing the transformative power of arts in education, the CEO is dedicated to strengthening and expanding arts programming, ensuring that all disciplines receive the visibility, resources, and support they deserve. In the 2025–2026 school year, ICEF’s Director of Arts will enter her third year as Career Technical Education (CTE) Coordinator, further unifying leadership of the Arts, Media, and Entertainment (AME) pathways at the high school level.

The introduction of Proposition 28 funding has created a timely opportunity for ICEF to build a more robust and equitable arts education program. Leveraging this support, ICEF is actively developing strategic partnerships to enhance arts learning both during and after the school day. Current initiatives include the expansion of digital arts instruction—previously limited to high school—into elementary and middle school campuses, as well as the integration of arts-rich field trips that provide immersive and culturally enriching experiences.

ICEF’s after-school Performing Arts Program, led by Performing Arts Program Manager and View Park High School teacher Judd Fish, continues to thrive. Students engage in high-impact collaborations with community arts organizations such as the LA Opera, developing, rehearsing, and performing original and improvised works each fall. These partnerships offer students opportunities to perform before live audiences, receive professional feedback, explore both contemporary and classical performance forms, and work alongside industry professionals. In the winter and spring, students from across the ICEF network are invited to audition for the annual network-wide musical, which is staged at The Miracle Theater in Inglewood, providing an authentic, professional performance experience.

Beyond academics, ICEF recognizes the essential role the arts play in supporting students’ and families’ social-emotional well-being. In response to rising mental health challenges and daily stresses facing our communities, ICEF launched an intentional collaboration between the Arts Department and our mental health and wellness initiative, *Embrace the Mind*, resulting in the Arts and Wellness Enrichment Program. This initiative offers quarterly after-school events that invite teachers, students, and families to participate in creative, restorative experiences. Programs such as Family Paint Night and the Culinary Arts Series—originally created as virtual community-building events during the COVID-19 pandemic—have evolved into highly anticipated in-person gatherings. These events continue to draw full participation and serve as a testament to the power of the arts to connect, heal, and inspire.

Arts Planning Team Members

Name	Title/Role	Email
Jamie Jauregui	Director of Arts	jjauregui@icefps.org
Amiekoleh Usafi	Visual Arts Teacher	ausafi@icefps.org
Andrew Moon	Music Teacher	amoon@icefps.org
Damani Mangum	Media Arts Teacher	dmangum@icefps.org
Ebonie James	Visual Arts Teacher	ebonie.james@icefps.org
Judd Fish	Music Teacher	jfish@icefps.org
Karen Vasquez	Visual Arts Teacher	kvasquez@icefps.org
Kevin Peanh	Visual Arts Teacher	kpeanh@icefps.org
Samiyyah Muhammad	Visual Arts Teacher	smuhammad@icefps



Mission Statement: To educate and empower courageous leaders to embrace their full potential for college, career, and life by providing a community that honors each student's unique identity, fosters academic excellence, nurtures healthy minds, and inspires critical thinkers.

Strategic Themes:

- 1. Creating safe and supportive schooling that addresses the whole child’s needs
- 2. Be community-connected and responsive, attracting and retaining talent
- 3. Embody collaborative and effective leadership and stewardship
- 4. Operate in a sustainable way

VAPA Mission

Our arts program dedicates itself to building skills in innovation, cultural relevance, critical-thinking, and problem solving. The mission of the ICEF Visual and Performing Arts Department is: *"To prepare students to successfully progress through a degree program at university or college as culturally aware, critical thinkers and creative problem solvers who employ imagination and integrity."*

This mission was founded on the need to support expression through the arts and to enhance understanding of the power of visual communication in contemporary society, as well as cultivate individuals who are art supporters, producers, and enthusiasts, engaging in the arts with the intention of expanding creative thinking, problem solving and social-emotional well-being.

Practical Vision Goals: The Arts Planning Team met and answered the question, “What would we want to see in five years in arts education as the result of our plan?” The following Goals were created from a brainstorming session based on their vision for ICEF Public Schools. The full Practical Vision document can be found in the Appendix.

Joyful Artistic Expression	Connected and Nurturing Learning Communities	Thriving Artistic Minds	Equitable Access to High Quality Resources and Facilities	Evolving, Relevant & Engaging Curriculum	Empowered Artistic Futures
-----------------------------------	---	--------------------------------	--	---	-----------------------------------

Current Reality

On 9/30/24 the planning committee reflected on the Strengths, Challenges, and Opportunities for arts education. Asterisks indicate a higher level of priority. This reflection was used to help generate actions.

Strengths Moving us Closer to our Vision	Challenges Blocking our Progress	Opportunities that Exist
Flexible curriculum while being culturally and grade level relevant**** Great and dedicated teachers**** Community oriented events**** Funding for supplies (slightly)*** Extra-curricular opportunities with most being free*** Arts at every campus (in a way)* Arts supportive administrative teams (mostly)** Alumni following in Performing Arts** Knight Time period at VPHS Arts friendly and Arts Centered (Knightly News, Creative Writing)* Student buy-in Diverse offerings across ICEF and View Park HS	Inadequate time for planning, grading, etc. ***** Overlapping duties for teachers**** Uncoordinated, fragmented and conflicting communication between the campuses and Home Office*** Outdated materials and resources*** Neglected by administration** Arts sometimes devalued by parents** Impractical scheduling, overworking staff including admin, teachers and staff* Volatile and vulnerable systems, structures, resources and schedules Unrealistic expectations of teachers	Current productions (SpongeBob)*** Free partnerships (LA Opera, Greenway Court Theater)*** Support Blk Theater Awareness, CTG, A Noise Within, Creative Material Working Assumptions Range Projects CTEIG - robust AME WorkForce Grant K-12 Strong Workforce Pathways -CTE Funding for schools with Dual Enrollment linked to a CTE Pathway. partnership with Southwest Community College.** Perkins Funds- Pending Dual Enrollment with CTE Pathway Linkage Agreement for Apprenticeships CTE funding - (subject to audits) Many CTE grants available** Handy Foundation and IATSE (AME) supporting Film apprenticeship.** LMU PA Program** Parent engagement nights (GLI, Pantages Nights)*

Strategic Directions Summary On 9/30/24 the planning team was asked, *What creative and innovative actions can we take to address our challenges, take advantage of our strengths, and move closer to our vision?* The team utilized the Strategic Directions and goal areas from the past arts plan and added new actions to support implementation based on the Current Reality of the District. (The full Strategic Directions document can be found in the Appendix)

Strategic Direction 1: Elevate the Role and Impact of Arts Education

- Goal 1: Advocate for the value of arts education by demonstrating its connection to academic achievement, social-emotional learning, and future success
- Goal 2: Ensure equitable access to high-quality arts education for all students
- Goal 3: Integrate arts education across the curriculum to enhance learning in all subject areas

Strategic Direction 2: Cultivate Artistic Growth and Expression

- Goal 1: Provide students with opportunities for joyful artistic expression and skill development across multiple art forms
- Goal 2: Foster a growth mindset in students to encourage creative risk-taking and resilience
- Goal 3: Increase student engagement and participation in arts programs and activities

Strategic Direction 3: Foster Partnerships and Pathways to Artistic Futures

- Goal 1: Connect students to the creative economy, career and technical education (CTE) programs, apprenticeships and higher education opportunities
- Goal 2: Provide high-quality professional development and support for arts educators
- Goal 3: Strengthen community partnerships to enhance arts education

ICEF Public Schools
Action Plan
Phase 1 - 2025-27
Phase 2 - 2028-30

Strategic Direction 1: Elevate the Role and Impact of Arts Education

Goal 1: Advocate for the value of arts education by demonstrating its connection to academic achievement, social-emotional learning, and future success

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Develop and distribute a one-page document highlighting the key skills gained through arts education (e.g., creativity, collaboration, critical thinking, growth mindset, and confidence)	Update Student Survey and add insights from data gathered in document Conduct research on the benefits of arts education Create a document or infographic Set up channels for distribution	No budget implications	Director of Arts	Parents receive handouts yearly regarding the benefits Given to arts teachers and added to an arts department welcome packet Principles receive handout yearly regarding the value of arts learning Shared with counselors annually Shared with the TK-2 Arts Integration cohort	Phase 1 - Develop Phase 2 - Revise and Expand
Provide arts focused professional development for staff, tailoring PD to each cohorts needs.	Research and develop content for PD or find existing PD providers Schedule PD sessions for select cohorts or Summer Institute Develop PD for the arts as a tool for teaching and developing a growth mindset. Create and conduct exit survey Plan and schedule Animation coaching at IIES and Innovation	Site-based funds or district funds Prop 28	Director of Arts	PDs scheduled Teaching Artist mentorship for animation launched Meeting agendas and sign in sheets Exit survey results	Phase 1 - Research and Develop Phase 2 - Implement
Create cultural history month resources for general ed teachers	Research and create digital resource Survey art teachers to curate resources Disseminate information via school newsletters or email blast	No budget implications	Director of Arts	Digital resource in place Shared schedule / PDF stored in the Cultural Heritage Month folder in the drive	Phase 1 - Develop Phase 2 - Revise and Expand

Goal 2: Ensure equitable access to high-quality arts education for all students

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Provide support and PDs regarding funding resources (e.g.,	Annually check in with teachers regarding PD wishes and needs.	Site shared expense	Director of Arts	Donors Choose PD scheduled	Phase 1 - Implement

helping teachers navigate DonorsChoose, etc)	Annually distribute student Art Survey Pitch annual PD Plan to Chief of Schools & CEO Annually establish the upcoming academic year PD schedule in June			Recommendations based on student survey results and teacher needs Approved PD schedule for each upcoming academic year	
Research more funding for productions	Conduct research and create and share document with teachers Consider a VIP night for funders	Budget implications unknown, depending on event	Director of Arts Managing Director, Marketing and Communications	Donors in place	Phase 1 - Research Phase 2 - Implement
Research donated or purchase of sewing machines	Conduct a query from staff on any unused sewing machines that could be donated Search websites that have free items Contact local vendors for possible donations (Joann's, Michaels, etc.)	No budget implications	Director of Arts and Arts Cadre	Additional sewing machines in place	Phase 1 - Implement
Get devices for digital arts learning in K-8 campuses	Survey teachers on digital arts device needs Establish a security and storage plan for all devices	Prop 28	Director of Arts	Ipad carts in place at Inglewood	Phase 1 - Implement Phase 2 - Review and Update
Obtain new or repurposed Macs for CTE Graphic Design, Digital Music Production and Film Production classes	Create a list of Pathways that need computers	Prop 28, CTEG and AME, and/or Advancement Grant Funds	Director of Arts	Macs in place for Graphic Design, Film Production, and Digital Music Production classes	Phase 1 - Implement Phase 2 - Review and Update
Apply for K-12 Strong Workforce Pathways - CTE grant	Link a CTE Pathway to Dual Enrollment with Southwest Community College Credential a Southwest Community College Instructor with a CTE Credential or make VPHS Teacher certified to teach community college courses at Southwest		Director of Arts College Counselor	Plan in place	Phase 1 - Link CTE Pathway to Dual Enrollment Phase 2 - Apply for grant
Apply for Perkins Funds	Establish annual CTE VPHS Board of Professional Meeting to guide the program. Link a CTE Pathway to Dual Enrollment with Southwest Community College		Director of Arts		Phase 1 - Link CTE Pathway to Dual Enrollment Phase 2 - Apply for grant

	Credential a Southwest Community College Instructor with a CTE Credential or make VPHS Teacher certified to teach community college course at Southwest				
Goal 3: Integrate arts education across the curriculum to enhance learning in all subject areas					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Make a clear case how the arts connect to other subject areas	Gather arts integration resources Survey teachers to understand success of past arts integration lessons Make SEL connections with arts integration Research options from current Community Arts Partners for possible PD offerings	No budget implications unless supplies are needed	Director of Arts	Survey results with report of recommendations (K-2 cohort) and perceived barriers Arts integration lessons taught at least once per trimester	Phase 1 - Survey K-2 teachers who have done past arts integration lessons Phase 2 - Arts Integration lessons taught at least once per trimester
Remind teachers of Week Zero resources	Create an email template regarding Week Zero and send it to teachers before the start of each school Add Week Zero resources to the welcome folder	No budget implications	Director of Arts	Communication created and sent to teachers	Phase 1 and 2 - Implement

ICEF Public Schools
Action Plan
Phase 1 - 2025-27
Phase 2 - 2028-30

Strategic Direction 2: Cultivate Artistic Growth and Expression

Goal 1: Provide students with opportunities for joyful artistic expression and skill development across multiple art forms

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Offer exposure to multiple art forms and mediums	Make sure that future Professional Development supports the learning of new art forms and mediums Provide coaching or mentor supports for teachers in implementing new skills	To be determined	Director of Arts Inner City Arts Arts Cadre	100% of visual teachers implement one new medium a year 100% of music teachers explore a new instrument or technique a year	Phase 1 - Research, Plan Phase 2 - Implement
Explore and pilot innovative programs like "Art is Everywhere" and "Neon Light Show"	Align current programming in ways that support these themes (neon, glow in the dark, etc.) Create a project plan and timeline with Think Tank Schedule event and recruit participation Coordinate with performing arts wearing neon outfits Set up art booths that tie in to the theme	Stipend for teacher time	Director of Arts Think Tank - Planning Committee Teacher Lead	Annual art event, each with a unique and aligned theme	Phase 1 - Create a plan and design project ideas/themes for both the classroom/district and for the art booth Phase 2 - Review and expand
Goal 2: Foster a growth mindset in students to encourage creative risk-taking and resilience					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Explore how to increase student autonomy and confidence in learning new skills - Growth Mindset	Look at materials in Art of Education or in Week Zero activities Utilize Creative Careers Online resources to show examples of different artists and how they work Include local artists in ICEF Career Day	No budget implications	Director of Arts	Arts are included in ICEF Career Days	Phase 1 - Implement Phase 2 - Expand
Create a curriculum or supports to help build Growth Mindset to support participation in arts activities and that is transferable into core academics	Create a PD list that supports strategies to incorporate reflection on transferable skills as they relate to teaching standards (Journal prompts, activities, etc.) Research list of key skills that intersect arts learning with other academic learning and life	No budget implications	Director of Arts	Curriculum resources in place PD scheduled	Phase 1 - Build, Ideate Phase 2 - Implement
Explore PD for select staff on how arts support Growth Mindset	Find/create an activity that can be taught at staff meetings Consider alumni as leading activities	No budget implications	Director of Arts	Arts-based Growth Mindset Activity taught at each school once a year	Phase 1 - Build, Ideate

	Schedule PD/event at every school once a year				Phase 2 - Implement
Goal 3: Increase student engagement and participation in arts programs and activities					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Maintain Poster Competition and add a T-shirt Design Competition to engage more students	Research T-Shirt competition and costs to determine feasibility and/or timeline	Budget implications unknown	Director of Arts	Plan in place	Phase 1 - Research Phase 2 - Implement
Offer more art events at each site	Explore school calendar for possibility for additional art events per site Survey arts teachers as to interests and willingness to support events	Budget implications unknown	Director of Arts	Increase in arts events, dependent on site and resources	Phase 1 - Research Phase 2 - Implement
Provide more recognition of the arts and arts staff at site	Explore Art Teacher of the Year (is it still active?) Feature arts staff in the district newsletter	No budget implications	Director of Arts Managing Director of Marketing and Communications	Arts Teachers featured in ICEF Newsletters or school site newsletter	Phase 1 and 2 - Implement
Advertise after-school opportunities (musicals, clubs) to all students	Publish events and opportunities in Class Dojo Include a question about this topic in surveys (teacher, student, parent) Consider activating student leaders to share event information with peers	No budget implications	Director of Arts Managing Director of Marketing and Communications CSC/ Art Teachers	Increased participation	Phase 1 and 2 - Implement

ICEF Public Schools Action Plan Phase 1 - 2025-27 Phase 2 - 2028-30					
Strategic Direction #3: Foster Partnerships and Pathways to Artistic Futures					
Goal 1: Connect students to the creative economy, career and technical education (CTE) programs, and higher education opportunities					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase

Connect high school arts curriculum to the creative economy, CTE programs, and college/career pathways	Research internship & apprenticeship opportunities Consider PD support with AME alignment (Jack Mitchell or with AME staff) Research resources for Creative Careers for Youth and Creative Careers Online through the Department of Arts and Culture (Meia Johnson)	CTEIG AME Workforce Grant Prop 28	Director of Arts	Apprenticeship aligned curriculum for CTE/AME Pathways Arts Internships in place for CTE students Apprenticeship Sponsorship Linkage Agreements signed Annual workshops for apprenticeship skill building in Film Production and Digital Music Production	Phase 1 - Research and Initiate Phase 2 - Revise and update
Apply for CTE grants and other outside funding sources	Look at AI supports for grant research Update tracking document for CTE grant efforts	No budget implications	Director of Arts	Successful CTE grant(s) awarded	Phase 1 - Implement Phase 2 - Ongoing
Explore dual enrollment opportunities with local community colleges	Develop a strategic approach with a timeline with Chief of Schools Gather certification information for teacher candidates Research eligible college faculty to align with ICEF course(s)	No budget implications for Phase 1 Phase 2 - Site funds	Director of Arts Chief of Schools VPHS College Guidance Counselor	Dual enrollment linked to one CTE/AME pathway	Phase 1 - Plan and Timeline Phase 2 - Implement
Goal 2: Provide high-quality professional development and support for arts educators					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Offer PD to Visual and Performing Arts Teachers that could include attendance at professional conferences	Research statewide conference opportunities Support petitions for conference attendance Research other targeted workshops that support new technology (3-D Printing, etc.) Implement Inner-City Arts PD that includes coaching/mentorship	Prop 28	Director of Arts	PD schedule in place Number of teachers attending conferences	Phase 1 - Implement Phase 2 - Review
Consider site visits to other schools/districts	Set up "in house" observations for teachers to observe key programs Identify districts/schools with model programs	Sub time	Director of Arts School Site Principals	Internal site visit schedule in place Teacher survey results	Phase 1 - Research Phase 2 - Implement and Expand

	Set up site visits Create teacher survey				
Relaunch digital archive, artist of the month, pacing guides, and new teaching onboarding folder (summer project)	Advocate for Arts of the Month Lead Add mid-year PD session Research ways posters could be shared with the community (Cultural Heritage Month Competition) Explore budget for printing posters that could include 11 x 14 (outsourced) Create digital folder with resources (field trips, PD, resources, etc.) for new teachers Finish signature lessons for high school Graphic Design and develop more resources	Stipend for Visual Arts Teacher Point Person	Director of Arts Visual Arts Teacher Point Persons (2)	PD Calendar Approved stipend agreements Folder linked to Arts Teacher onboarding folder	Phase 1 - Relaunch Phase 2 - Review and Update
Launch the musician of the month	Review insights from pilot Develop plan and calendar Launch at Vista Elementary Survey teachers at end of the first complete year	Stipend for Music Teacher	Director of Arts Elementary Music Teacher	Calendar and resources shared with classroom teachers for Cultural Heritage Music Survey results and recommendations	Phase 1 - Research and Launch Phase 2 - Consider expansion to other school sites
Explore LMU PA Program	Explore partnership parameters for program with LMU Invite staff member to write a proposal that outlines program goals and supervision	Budget unknown	Director of Arts Film Teacher	LMU Partnership in place	Phase 1 - Research Phase 2 - Launch
Goal 3: Strengthen community partnerships to enhance arts education					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Offer more art-related field trips (theaters, plays/shows, art schools, events)	Research field trip opportunities and create a list Create a budget for field trips	Prop 28 funds	Director of Arts	Onboarding folder contains arts field trip list Field trips scheduled	Phase 1 - Research and Launch Phase 2 - Review

Continue partnership with Inner-City Arts	Decide Theme of the Arts Show Build PD around Art Show Theme Annually serve teachers for interest in upcoming PD series Annually plan PD for upcoming Year	Review PD Budget with Chief of Schools	Chief of Schools Director of Arts Inner City Arts Lead	Annual PD plan based on teachers' interest and art show theme.	Phase 1 - Continue Phase 2 - Review Partnership
Research more community Partnerships for Graphic Design	Establish a list of possible interests and partnerships Reach out and review offerings Propose new partnership opportunities	CTE Funds	Chief of Schools Director of Arts Teacher	3 new community partnerships with clear programming	Phase 1 - Research and Plan Phase 2 - Implement
Display student artwork in community settings, locally and beyond	Talk with other districts that are doing this to get insights and best practices Research local sites and businesses to host student artwork (library, government office, etc.) Solicit teacher point person for pilot at one community site	Teacher stipend	Director of Arts Teacher Point Person	One community site in place (Phase 1)	Phase 1 - Launch Phase 2 - Consider expansion to other community sites
Offer parent engagement nights (GLI, Pantages Nights)	Consider partnership with the Dept of Arts and Culture Creative Wellbeing Program to bring a teaching artist to do a family engagement event	Community Schools Fund	Director of Arts	Schedule of Parent Art Nights	Phase 1 - Research and Launch Phase 2 - Review and consider expansion

Below are the 2024-25 LCAP Goals and Actions from ICEF View Park Preparatory High School that align with the Strategic Arts Plan

LCAP GOAL	LCAP ACTIONS	Strategic Arts Plan Direction and Goals	Strategic Arts Plan Actions
Goal 1:	1.1 ADMIN & EDUCATORS	SD 3: Goal 2	Consider site visits to other schools/districts

Ensure high quality instruction that utilizes multiple forms of student level and school wide data to inform instructional decisions and implementation of evidence-based intervention supports provided by highly qualified and appropriately credentialed teaching staff. VPHS will also fully implement a Multi-tiered System of Supports (MTSS) to identify and provide targeted academic and social emotional supports to ensure academic success and close achievement gaps among all student groups (SpEd, EL, SED, etc.) and ensure equitable access to broad course of study through Career Technical Education (CTE) programming and Advanced Placement (AP) coursework.	THAT SUPPORT THE ED PROGRAM	SD 1: Goal 1	Provide professional development for select staff on how the arts support growth mindset and connect to other subject areas
			Develop and distribute a one-page document highlighting the key skills gained through arts education (e.g., creativity, collaboration, critical thinking, growth mindset, and confidence)
		SD 1: Goal 3	Provide more recognition of the arts and arts staff at site
			Make a clear case of how the arts connect to other subject areas
	1.2 IMPLEMENT CORE CURRICULAR PROGRAM & REGULARLY MEASURE STUDENT PROGRESS (with focus on CTE Courses/CTE Pathway)	SD 3: Goal 1	Connect high school arts curriculum to the creative economy, CTE programs, and college/career pathways
			Apply for CTE grants and other outside funding sources
			Explore dual enrollment opportunities with local community colleges
		SD 1: Goal 1	Create cultural history month resources for general ed teachers
		SD 1: Goal 2	Obtain new or repurposed Macs for CTE Graphic Design, Digital Music Production and Film Production classes
			Apply for K-12 Strong Workforce Pathways - CTE grant; including the Perkins Funds
	1.4 ADDRESSING SOCIAL EMOTIONAL & BEHAVIORAL STUDENT NEEDS	SD 2: Goal 2	Explore how to increase student autonomy and confidence in learning new skills - Growth Mindset
			Create a curriculum or supports to help build Growth Mindset to support participation in arts activities and that is transferable into core academics
Goal 2:	2.1 PROVIDE RELEVANT &	SD 2: Goal 2	Provide PD for all staff on how arts support Growth Mindset

Continue to implement a comprehensive, coherently focused, schoolwide Professional Development Plan that integrates standards-aligned academic content standards, with evidence-based pedagogical strategies to deliver high quality, engaging, differentiated instruction to address the diverse learning needs (ELL, SPED, SED) of our students, close achievement gaps, to ensure our students are College and Career Ready (CCR).	COMPREHENSIVE PROFESSIONAL DEVELOPMENT	SD 3: Goal 2	Offer PD to Visual and Performing Arts Teachers that could include attendance at professional conferences
LCAP GOAL	LCAP ACTIONS	Strategic Arts Plan Direction and Goals	Strategic Arts Plan Actions
Goal 3: Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a culture of high expectations.	3.1 PROVIDE MULTIPLE OPPORTUNITIES FOR PARENT ENGAGEMENT, LEADERSHIP & PARTICIPATION	SD 3: Goal 3	Offer parent engagement nights (GLI, Pantages Nights)

Appendix

Full Practical Vision Document

Joyful Artistic Expression	Connected and Nurturing Learning Communities	Thriving Artistic Minds	Equitable Access to High Quality Resources and Facilities	Evolving, Relevant & Engaging Curriculum	Empowered Artistic Futures
Centers on the emotional experience of the arts, highlighting joy, confidence, and a love of learning.	Emphasizes the importance of strong relationships and communication between students, teachers, families, and the wider community.	Focuses on individual student growth, fostering curiosity, and providing a supportive atmosphere for exploration.	Ensures all students have the necessary materials, time, and support to fully participate in arts education, regardless of background. It also prioritizes well-equipped, inspiring spaces designed to support artistic learning and creation.	Looks ahead to the potential of arts education to open doors for students, connecting them with the broader arts landscape and future careers.	Highlights the need for a dynamic curriculum that connects with students' lives, incorporates current trends, and prepares them for future opportunities.
Time Management - adequate time for preparation	An ease of communication between all the art departments to use and share resources.	Feeling a loving learning atmosphere	Having enough supplies for all students	Arts as an ever-changing medium providing new and relevant experiences and curriculum	Taking advantage of LA as an arts hub
Feeling a loving learning atmosphere	All classrooms have high quality digital devices for art learning and teachers are implementing usage throughout units.	Hear a love of learning and excitement	Time for arts education is protected and valued	Industry relevant curriculum	Solid and successful industry apprenticeships

Space to create	We have transportation for students to participate in afterschool workshops, productions and activities.	Exposure to new ideas and experiences	Adequate funding		Industry partnerships for access to cutting edge technology
Hear a love of learning and excitement	Provide classrooms designed for art disciplines with instructors' input.		Robust and continuous funding sources		Opportunities for outside learning (field trips)
Happy teachers creating happy students	Industry relevant curriculum		Adequate time for preparation - time management		
Adequate funding	Robust and continuous funding sources		We have transportation for students for after school workshops, performances, and activities		
Opportunities for outside learning (field trips)	Solid and successful industry apprenticeships		Proper facilities leading to effective instruction		
			All classrooms have high quality digital devices for art learning and teachers are implementing usage throughout units		
			Classrooms designed for art disciplines with instructors' input		

Strategic Directions

On 9/30/24 the planning team was asked, *What creative and innovative actions can we take to address our challenges, take advantage of our strengths, and move closer to our vision?* The team utilized the Strategic Directions and goal areas from the past arts plan and added new actions to support implementation based on the Current Reality of the District.

Strategic Direction 1: Elevate the Role and Impact of Arts Education

Goal 1: Advocate for the value of arts education by demonstrating its connection to academic achievement, social-emotional learning, and future success

1. Develop a one-page document highlighting the key skills gained through arts education (e.g., creativity, collaboration, critical thinking).
2. Create an advocacy document that emphasizes the importance of creative confidence and growth mindset.
3. Provide professional development for all staff on how the arts support growth mindset and connect to other subject areas.
4. Host roundtable discussions between the Head Office, administrators, and educators to foster collaborative advocacy.
5. Consider creating cultural history month resources for general ed teachers.

Goal 2: Ensure equitable access to high-quality arts education for all students

1. Provide support and PDs regarding funding resources (e.g., helping teachers navigate DonorsChoose, etc).
2. More funding for productions.
3. Research donated or plan to purchase sewing machines.
4. Get iPads for animation projects.
5. New Macs for relevant CTE AME classes.

Goal 3: Integrate arts education across the curriculum to enhance learning in all subject areas

1. Make a clear case how the arts connect to other subject areas.
2. Remind teachers of Week Zero resources.

Strategic Direction 2: Cultivate Artistic Growth and Expression

Goal 1: Provide students with opportunities for joyful artistic expression and skill development across multiple art forms

1. Offer exposure to multiple art forms and mediums.
2. Implement the use of rehearsal blocks (for stage and other uses).
3. Explore and pilot innovative programs like "Art is Everywhere" and "Neon Night Show."

Goal 2: Foster a growth mindset in students to encourage creative risk-taking and resilience

1. Explore how to increase student autonomy and confidence in learning new skills - Growth Mindset.

2. Create a curriculum or some supports to help build Growth Mindset to support participation in arts activities and that is transferable into core academics.
3. Provide PD for all staff on how arts support Growth Mindset.

Goal 3: Increase student engagement and participation in arts programs and activities

1. Change Poster Competition to T-shirt Design Competition to engage more students.
2. More art events at each site.
3. More recognition of the arts and arts staff at site.
4. Advertise after-school opportunities (musicals, clubs) to all students.

Strategic Direction 3: Foster Partnerships and Pathways to Artistic Futures

Goal 1: Connect students to the creative economy, career and technical education (CTE) programs, and higher education opportunities

1. Connect high school arts curriculum to the creative economy, CTE programs, and college/career pathways.
2. Apply for CTE grants and other outside funding sources.
3. Explore dual enrollment opportunities with local community colleges.

Goal 2: Provide high-quality professional development and support for arts educators

1. Offer PD to Visual and Performing Arts Teachers that could include attendance at professional conferences.
2. Consider site visits to other schools/districts.
3. Refresh digital archive, artist of the month, and pacing guides (summer project).
4. Expand the musician of the month.

Goal 3: Strengthen community partnerships to enhance arts education.

1. More art-related field trips (theaters, plays/shows, art schools, events).
2. More community Partnerships for Graphic Design.
3. Fund Art Gallery in Communities and different Cities.