

STRATEGIC PLAN

FOR ARTS

EDUCATION

2023-2028



ALVORD

UNIFIED SCHOOL DISTRICT

Every Student. By Name.

TABLE OF CONTENTS

Message from the Superintendent	3
Strategic Planning Team Members	4
Vision for Arts Education	5
Priority Recommendations	6
Key Components	7
CREATE CA Declaration	8
Goal Areas	9

Goal 1: Teaching and Learning in the Arts (Content)-----10

1.1 Develop and Articulate an Arts Curriculum that Meets Student Needs and Showcases Teacher Strength	10
1.2 Expand and Develop Dance Program TK-12	11
1.3 Expand and Develop Theatre Program TK-12	12
1.4 Expand and Develop Visual Arts Program TK-12	13
1.5 Expand and Develop Media Arts Program TK-12	14
1.6 Expand and Develop Music Program TK-12	15

Goal 2: Critical Supports for Arts Teaching and Learning (Infrastructure)-----17

2.1 Hire New Arts Staff and Establish Expectations for Qualifications of Arts Teachers and Coaches	17
2.2 Establish and Hire a VAPA Specialist & Arts Leaders	18
2.3 Establish and Expand Community Partnerships	19

Goal 3: Long Term Benefits and Support for the Arts (Sustainability)-----20

3.1 Secure VAPA Funding and Annual Budget	20
3.2 Establish Funding for Creating and Updating Facilities	21
3.3 Promote Alvord Arts Programs – Now and in the Future	22

Arts in Alvord: Strengths and Challenges	23
Strategic Directions Workshop	24
Arts Education Profile	25

MESSAGE FROM THE SUPERINTENDENT

Dr. Allan J. Mucerino

When we assembled a task force to examine our current practices in our Arts education, we did so with the intent of ultimately building a strategic plan to serve as a guide toward the development and implementation of a quality Arts program. The plan is driven by the promise to meet the needs of all students at all levels of the instructional process and is grounded in our Board of Education's overall mission to educate and celebrate the entire child.

On the following pages, you will find the following three vision elements, or pillars, that form the basic structure of the plan:

- Content: Teaching and Learning in the Arts
- Infrastructure: Critical Supports for Arts Teaching and Learning
- Sustainability: Long-Term Benefits of Support for the Arts

A comprehensive action plan, in three phases, addresses these vision elements related to priority activities, schedules/timelines, leadership responsibilities, and associated costs. Key strategies to realize each of these vision elements include goals, strategies and actions, and measurable outcome objectives.

Finally, as part of the Strategic Arts Education Plan, the District adopted the Declaration of the Rights of All Students to Equity in Arts Learning, developed by the statewide Arts coalition, CREATE CA.

The Arts education program planning team is to be commended for their effort and interest in moving Alvord forward in the area of Arts education. Our multiple partners, both internal and external, have enriched the process by providing guidance, support, and expertise. The work we plan to do moving forward will be a reflection of the foundational work we've done to get us to this point, in concert with the passion and drive to meet the needs of our students.

Sincerely,

Allan J. Mucerino
Superintendent of Schools



[Return to Table of Contents](#)

ALVORD UNIFIED SCHOOL DISTRICT STRATEGIC PLAN FOR ARTS EDUCATION 2023-2028

Over the course of two intensive days, the Alvord Unified School District Arts Planning team came together to determine a bright future in the Arts for every student in the district. The Arts Planning team represented a diverse constituent group, including educators, administrators, community members, school board representatives, parents, and students. The team developed a shared vision, an action plan, and concrete steps to realize the potential and promise of expanded Arts opportunities.

Under the leadership of Superintendent, Dr. Allan Mucerino, Alvord continues to expand and develop new opportunities in the Arts at all grade levels. With great appreciation to every member of the planning team:

STRATEGIC PLANNING TEAM MEMBERS:

Peggy Burt- Strategic Plan Facilitator
Julie Moreno - Board Member
Lizeth Vega - Board Member, City Council Aide Ward 7
Carolyn Wilson - Board Member
Dr. Allan Mucerino - Superintendent
Dr. Resma Byrne - Assistant Superintendent
Dr. Mark Sims - Secondary Director
Dr. Michelle Pierce - Elementary Director
Christina Moreno - District Instructional Specialist
Sandy Garcia for Jim Perry - City Council Ward 6
Steve Hemenway - City Council Ward 7
Lovelyn Razzouk - LSU School of Business
Dr. Giovanni Santos - LSU Professor
Collette Lee - Riverside Arts Academy Board
Adam Karelin - Riverside Arts Academy Music Director
Beth Schwandt - Elementary Music
Dr. Alissa Chitwood - Elementary Music
Cherise Martinez - Elementary Music
Geoffrey Tucker - Villegas Middle School Art
Maxwell Berland - Villegas Middle School Band
Amy Kasinski - LSHS Theater/Drama
Jennifer Allen - LSHS Dance
Tina Naif - LSHS Art
Amanda Suttle - HHS Choir
Jason Lomeda - NVHS Band
Kathleen Halsne - NVHS Choir
Elliott Serna - NVHS Band Student
Diana Taylor - Orrenmaa Elementary Principal
Chris Hernandez - Wells Middle School Principal

STRATEGIC PLAN FOR ARTS EDUCATION

VISION

2023-2028

Our **VISION** for the Arts at Alvord Unified School District over the next 5 years includes:

CONTENT: Teaching and Learning in the Arts

- Arts curriculum that meets student needs and showcases teacher strength: high-quality instruction for fully developed course offerings;
- More diverse VAPA options and flexibility for all students;
- Meaningful Professional Development for Arts Educators TK-12.

INFRASTRUCTURE: Critical Supports for Arts Teaching and Learning

- Valued & Dedicated Arts Leadership in place: VAPA Specialist supported by Arts Leads
- Arts Educators hired, trained, and provided with ongoing quality Professional Development;
- Academic Specialists in place to support Arts Staff- Qualified Coaches and Classified Support;
- District-wide Arts Facilities are maintained, upgraded, and expanded.

SUSTAINABILITY: Long-Term Benefits of Support for the Arts

- Articulated programs that support consistent Arts enrollment and retention;
- Families and Students who consider Arts as a viable career and college pathways;
- Communications that build excitement and collaboration within the district and the community.

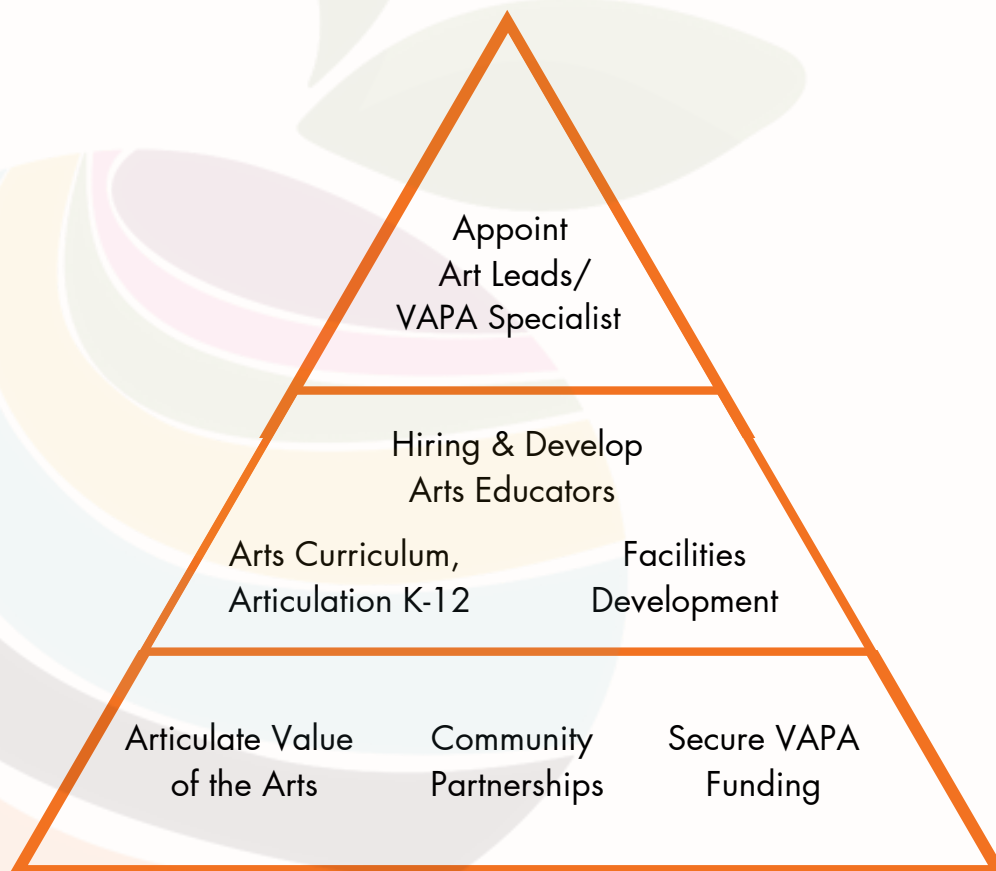
STRATEGIC PLAN FOR ARTS EDUCATION

PRIORITY

RECOMMENDATIONS

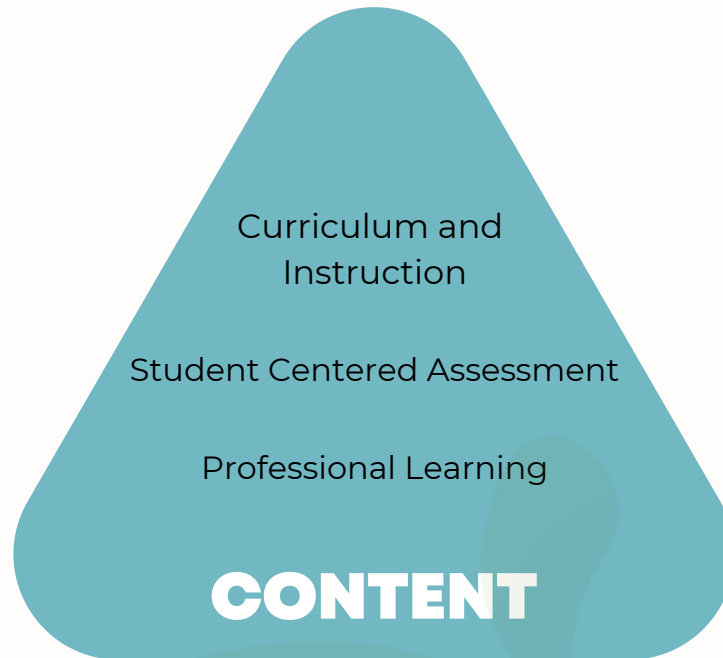
2023-2028

- 1) Hire/appoint a Visual and Performing Arts Specialist with Arts Leads appointed at each school site and Secure Funding for all Arts.
- 2) Hire and develop new teachers.
- 3) Develop thoughtful Arts curriculum articulation TK-12 for all Arts disciplines.
- 4) Continue to expand robust community partnerships.
- 5) Address facilities development needs.
- 6) Articulate the value of the Arts to all constituents through ongoing communications, social media and a website presence.

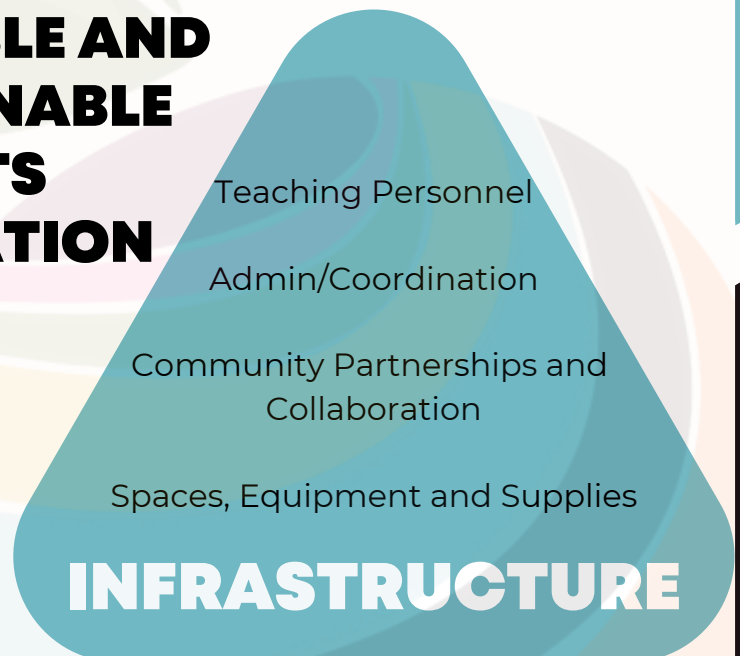
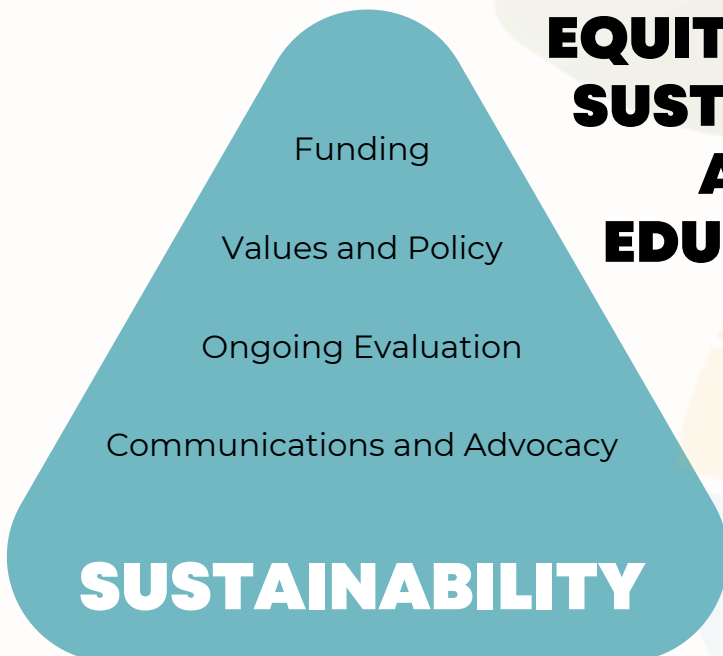


[Return to Table of Contents](#)

KEY COMPONENTS OF EQUITABLE AND SUSTAINABLE ARTS EDUCATION



EQUITABLE AND SUSTAINABLE ARTS EDUCATION



DECLARATION OF THE RIGHTS OF ALL STUDENTS TO EQUITY IN ARTS LEARNING FOR ALVORD UNIFIED SCHOOL DISTRICT

As part of the Strategic Arts Education Plan the Alvord Arts Team adopts the following Declaration created by our statewide coalition, CREATE CA

1. The right to equitable access to pre-K-12 free, coherent and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access, without distinction on account of race, culture, language, religion, national origin, geographical location or legal status.

Every student in the Alvord Unified School District has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their background, culture, language or place of residence.

2. The right to special protection for every student's artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning pre-K-12.

All students have the same right to fully develop their creative potential at every grade level and to not be excluded for any reason.

3. The right to arts learning that is culturally and linguistically responsive and relevant, with particular attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students and special needs students.

All students have the right to engage in arts education that reflects, respects and builds on their culture, language and background.

4. The right to arts learning programs in every school, district and community that are funded and supported with the necessary resources – including qualified administrators, teachers, teaching artists and other staff; adequate materials; and appropriate facilities – to support powerful culturally and linguistically responsive arts learning.

All students have the right to receive the resources they need to be successful in their arts studies in dance, Music, theatre, and media and visual arts, including the right supplies and facilities and especially qualified teachers and a curriculum that honors all cultures and languages.

5. The right to educators, leaders and parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation and global society

All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them for college, career and life.

6. The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student and that demonstrate those values/beliefs in their public policies and practices.

All students have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that they are engaging in valuable and important work.

STRATEGIC PLAN FOR ARTS EDUCATION

GOAL AREAS

2023-2028

The team developed key strategies to realize each of these vision elements with Goals, Strategies, and Actions, held to account by Measurable Outcomes.

CONTENT: Teaching and Learning in the Arts

Goal 1.1 Develop and Articulate Arts Curriculum that Meets Student Needs and Showcases Teacher Strength

Goal 1.2 Expand and Develop Dance Program TK-12

Goal 1.3 Expand and Develop Theatre Program TK-12

Goal 1.4 Expand and Develop Visual Arts Program TK-12

Goal 1.5 Expand and Develop Media Arts Program TK-12

Goal 1.6 Expand and Develop Music Program TK-12

INFRASTRUCTURE: Critical Supports for Arts Teaching and Learning

Goal 2.1 Hire New Arts Staff and Establish Expectations for Qualifications of Arts Teachers and Coaches

Goal 2.2 Establish and Hire a VAPA Specialist & Arts Leaders

Goal 2.3 Establish and Expand Community Partnerships

SUSTAINABILITY: Benefits and Support for the Arts Long-Term

Goal 3.1 Secure VAPA Funding and Annual Budget

Goal 3.2 Establish Funding for Creating and Updating Facilities

Goal 3.3 Promote Alvord Arts Programs – Now and in the Future

GOAL



CONTENT

Teaching and Learning in the Arts

GOAL 1.1 Develop and Articulate Arts Curriculum that Meets Student Needs and Showcases Teacher Strength

Strategy	Actions	Measurable Outcomes	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Collaboration between Elementary and Secondary Arts Teachers to Determine Curriculum for Alvord VAPA TK-12	<ul style="list-style-type: none"> Analyze current curriculum Determine curriculum needs/gaps Research current available curriculum Compare & contrast each curriculum to the VAPA standards Define vertical alignment between the curriculum 	Curriculum clearly and thoughtfully teaches the VAPA standards in a sequential manner	X	X	X
Develop Scope and Sequence for Each VAPA Discipline	<ul style="list-style-type: none"> VAPA Teachers and Leads collectively determine district scope and sequence. Move toward secondary consistency in instruction and assessment. 	Curriculum is vetted and adopted	X	X	
VAPA Specific Professional Development for VAPA Teachers	<ul style="list-style-type: none"> Make VAPA specific PD available for all VAPA teachers on a regular basis 	Teachers attend VAPA Specific Professional Development.	X	X	X
Provide Resources/Funding for Professional Conferences	<ul style="list-style-type: none"> Circulate information about conferences of interest and provide funds and release time for attendance on a regular basis. Create a rotating schedule that considers budget and equity for VAPA educators 	Teachers are encouraged and supported to attend professional conferences and to bring back information to others	X	X	X
Expand VAPA Disciplines District Wide to Create Comprehensive VAPA Offerings	<ul style="list-style-type: none"> Consider Articulation strategy over time to expand VAPA offerings 	Student participation including evaluation of course offerings, course enrollment, and participation in afterschool programs eg. band, drama, etc.			X

GOAL 1.2 Expand and Develop Dance Program TK-12

Strategy	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Expand Dance Program TK-12	<ul style="list-style-type: none"> Hire Dance Teachers for Elementary (within PE) Hire Dance Teachers for Middle School/high school plus dance assistant coaches at the High School Level 	Dance program is available at all levels TK-12	X		
Provide Elementary Dance Exposure for All Students	<ul style="list-style-type: none"> TK-5 – Hire traveling dance teachers to be shared across Elementary sites (within PE minutes) 	Elementary dance is offered	X		
Establish Middle School Dance Programs	<ul style="list-style-type: none"> Middle Schools 6-8th grade – hire shared dance teachers (year long courses with PE credit) 	Middle school dance is offered	X		
Continue and Expand High School Dance Programs	<ul style="list-style-type: none"> Dance at all High Schools (year long courses) Name change (courses to reflect content and levels properly) Hire a designated dance teacher per site 	High School Dance Programs are strengthened Courses are named appropriately Available at all high schools Students receive PE and “F” credits for dance courses	X		

GOAL 1.3 Expand and Develop Theatre Program TK-12

Strategies	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Expand Theatre Program K-12	<ul style="list-style-type: none"> • Provide ELOP theatre opportunities in coordination with students from the Secondary Programs • Provide field trip opportunities to see surrounding high schools and university theatre. • Hire Elementary Drama Teachers who come to the schools to provide drama lessons 	Theatre program is available at all levels TK-12 ELOP theatre programs offered Students participate in theatre performances	X	X	X
Provide Coaching for Classroom Teachers to offer TK-5th Grade Theatre Integration into Existing Curriculum	<ul style="list-style-type: none"> • Bring in Visiting Artists from outside organizations (e.g. Segerstrom Arts) to provide training PD Opportunities (e.g. RCOE) 	Teachers are supported to integrate standard aligned theatre Arts with other content areas	X		
Offer Middle School Theatre Programs 6-8	<ul style="list-style-type: none"> • Have Theatre Teachers teach in their subjects all day to support motivating students while building a sustainable program 	Middle school programs in theatre are expanded		X	X
Support Secondary Theatre Programs with Theatre Tech positions	<ul style="list-style-type: none"> • Hire Technical Advisors to support secondary sites to coordinate equipment upgrades/maintenance and liaise with technical companies on behalf of the theatre programs 	Classified position created and in place	X		
Continue and Expand High School Theatre Programs	<ul style="list-style-type: none"> • Have Theatre Teachers teach in their subjects all day to support motivating students while building a sustainable program. • Expand our course offerings to recruit more students to theatre. • Add more CTE classes and collaborations with CTE. • Hire assistants - Tech Director, Music Director etc. 	More robust participation and class offerings in Theatre programs	X	X	X

GOAL 1.4 Expand and Develop Visual Arts Program TK-12

Strategy	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Expand Visual Arts Program TK-12	<ul style="list-style-type: none"> Expand current Visual Arts programs to provide TK-12 students with access to the Visual Arts 	Visual Arts is offered TK-12 Comprehensive Visual Arts staff	X	X	X
Expand Middle School Visual Arts Offerings	<ul style="list-style-type: none"> Evaluate current offerings and continue to implement new offerings. Explore additional Visual Arts offerings: Intro to Ceramics, Intro to Printmaking, Intro to Art History, Critique, Expanding skills with drawing and painting for elective courses 	A variety of Visual Arts courses are provided at all Middle Schools with equity	X		
Expand High School Visual Arts Offerings	<ul style="list-style-type: none"> Continue with current course offerings Evaluate class sizes and student needs. Explore additional course offerings: Printmaking, Adv. Art Critique continue course offerings: Ceramics - All levels Visual Arts - All levels AP/IB Studio Art 	High School Visual Arts Programs are developed A variety of Visual Arts courses are provided at all High Schools	X	X	
Provide Community Opportunities for Visual Arts Students	<ul style="list-style-type: none"> Community Arts Showcases for student work Students given opportunities to network/shadow opportunities with professionals in the community 	Visual Arts students participating in community events Community partners are strengthened and expanded	X	X	X

GOAL 1.5 Expand and Develop Media Arts Program TK-12

Strategies	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Expand Media Arts TK-12	<ul style="list-style-type: none"> Hire/appoint coaches to support Elementary staff on artistic applications of tech 	Media Arts are offered TK-12		X	X
Provide coaching TK-5th grade Media Arts	<ul style="list-style-type: none"> Active Integration of contemporary tech in Music/Art instruction Active exposure to tech used to produce/perform – exposure to MS/HS programs Coaching/Educational professional development for teachers to integrate tech at Elementary level 	Teachers are supported to integrate standards aligned Media Arts at the Elementary level		X	X
Middle School Media Arts	<ul style="list-style-type: none"> Expand course offerings for audio and digital design Actively integrate tech into existing VAPA courses and future courses/curriculum CTE exploratory pathways 	Media Arts is provided at all Middle Schools with equity		X	X
High School Media Arts	<ul style="list-style-type: none"> Expand course offerings, such as, but not limited to: Audio production, photography, animation, film production 	High School Media Arts are expanded	X	X	X
Consider equity in Course offerings across school sites	<ul style="list-style-type: none"> Review course offering and staffing in Media Arts across HS sites. Consider staff, material continuity and stability 	All students have access to current technology and practices	X	X	X
Explore community connections for tech	<ul style="list-style-type: none"> Students given opportunities to network/shadow with professionals in the community 	Learning is linked from classroom to community	X	X	X
Explore integrating Media Arts into other Arts disciplines	<ul style="list-style-type: none"> Music: Live streaming, recording, virtual Music programs, cultural exhibits, lighting, Music technology Theatre: Live streaming, recording, Lighting, special effects, Immersive contemporary programs Visual Arts: Communications, Publications, Digital Art – 2D, 3D, integrate Virtual reality, metal/ceramic tech 	Increase in media evidence (i.e. videos, posters, flyers, etc.) supporting other VAPA disciplines		X	X

GOAL 1.6 Expand and Develop Music Program TK-12

Strategy	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Continue to Strengthen Music Program K-12	<ul style="list-style-type: none"> • Hire to expand Music Program to all elementary students. • Ensure accurate job descriptions for every Music position. • Dedicated choir and/or band teacher at each Middle School. • Vocal coaches, instrumental coaches, accompanists, and credentialed staff at the secondary level • Write job descriptions for new positions • Dedicated choir teacher at each High School. • Dedicated Band Teacher at each high school. 	<p>Music is offered TK-12</p> <p>Classified Accompanists position written and filled</p>	X	X	X
Strengthen TK-5th Grade Music	<ul style="list-style-type: none"> • Create accurate job descriptions for the general Music teacher. • Offer General Music in grades TK-5 for all students • Explore the option for band at the Elementary level <ul style="list-style-type: none"> ◦ Band - Percussion ◦ Orff Ensemble ◦ 4th-5th, Separate Woodwind Class and Brass Class 5th Grade ◦ *Choir 3rd-5th ◦ Strings (4th-5th) 	<p>Elementary Music Program continues to expand</p>	X	X	X
Middle School Equity for all Students in Music	<ul style="list-style-type: none"> • Add Arts into the DLI program and the Middle School IB program- consider zero period options <ul style="list-style-type: none"> ◦ Add: Ensemble access • Varied course offerings, Festivals/Competitions, • Music Literacy/Theory Classes • Choral Music reading 	<p>All students have access to Music in Middle School</p>			X

GOAL 1.6 Expand and Develop Music Program TK-12 (Continued)

Strategies	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Expand High School Music Offerings	<p>See appendix for current offerings</p> <ul style="list-style-type: none"> Evaluate current offerings and continue to implement new offerings. Consider courses or after school offerings. <p>Explore additional Choir Offerings:</p> <ul style="list-style-type: none"> Mixed Choir, Treble/Baritone, Show Choir, Jazz Acapella, Vocal Tech, Musical Theatre, Commercial Music, Vocal Lessons, AP Music Theory <p>Explore additional Band Offerings:</p> <ul style="list-style-type: none"> Concert Band, Marching Band/Guard, Jazz, Orchestra, Piano, Ukulele, Percussion, Mariachi, Steel Drums, Rock Band, Lessons 	All students have access to a variety of Music offerings in High School	X	X	X
Provide Honor Group Opportunities for Students	<p>Create, facilitate, and fund secondary honor band and choir within the district</p> <ul style="list-style-type: none"> Middle School Honor Band Middle School Honor Choir High School Honor Band High School Honor Choir Elementary Honor Choir Elementary Honor Band Explore funding participation for honor group enrichment opportunities for students from outside Arts organizations 	Yearly Honor ensembles rehearsals and performances	X	X	X



INFRASTRUCTURE

Critical Supports for the Arts Teaching and Learning

GOAL 2.1 Hire New VAPA Staff and Establish Expectations for Qualifications of VAPA Teachers and Coaches

Strategy	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Expand Understanding Across the District the Need for Credentialed Teachers and Coaches in VAPA	<ul style="list-style-type: none"> Assess the number of VAPA positions required to fulfill the Strategic Arts Plan (SAP) with school leadership Hire additional staff to fill the number of positions required to fulfill the SAP Educate all constituents on the vision and implementation of the SAP 	<ul style="list-style-type: none"> Personnel needs are identified and filled New positions are established where needed (certificated and classified) 	X	X	X
Update Job Descriptions to Reflect the Roles and Responsibilities of Each VAPA Position Within the District	<ul style="list-style-type: none"> Review and update current job descriptions for accuracy 	<ul style="list-style-type: none"> All VAPA job descriptions reviewed and updated for certificated and classified 	X		
Secure Funding for All VAPA Positions	<ul style="list-style-type: none"> Continue to support new VAPA hires through available funding Explore new sources of funding 	<ul style="list-style-type: none"> Sufficient annual funding is allocated in the AUSD budget for VAPA staffing 	X	X	X
Establish a Protocol for VAPA Personnel Hiring Process within Human Resources to Ensure Timely and Appropriate Hiring	<ul style="list-style-type: none"> Establish recruitment process to attract highly qualified candidates Begin recruitment and post positions the spring of the prior school year or immediately upon identified need Develop specific, targeted, rigorous, Arts-specific interview questions Update interview panel requirements to include VAPA representation Ensure VAPA representation at all interviews and carry out hiring process 	<ul style="list-style-type: none"> Visits to local job fairs, colleges/ universities and hiring of qualified candidates New qualified Arts teachers and coaches hired Interview panel will include at least one VAPA staff representing the relevant discipline 	X	X	X

GOAL 2.2 Establish and Hire a VAPA Specialist by 2024-2025

Strategies	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Secure Funding for VAPA Specialist Position	<ul style="list-style-type: none"> Recommend to LCAP committee Determine associated cost Set aside funding for position in LCAP or other funding source Board approves position 	<ul style="list-style-type: none"> Position approved and funding is secured 	X		
Create a Full-Time, VAPA Specialist Position Who is Tasked with Implementing the Strategic Arts Plan and Other Identified VAPA-Specific Needs	<ul style="list-style-type: none"> Gain stakeholder input Research other districts and work with cabinet to design position Add to organization leadership chart/structure Determine credential requirement (admin or no) Write Job Description for Board Approval 	<ul style="list-style-type: none"> Working job description in place 	X		
Human Resource Process to Hire VAPA Specialist	<ul style="list-style-type: none"> Establish recruitment process to attract highly qualified candidates Begin recruitment and post positions the spring of the prior school year or immediately upon identified need Develop specific, targeted, rigorous, Arts-specific interview questions Update interview panel requirements to include strong VAPA representation from multiple disciplines (e.g. Music, dance, theatre, visual Arts etc.) Hold interviews and carry out hiring process 	<ul style="list-style-type: none"> VAPA Specialist hired 	X		
Prepare VAPA Specialist to Implement Designated Responsibilities within Strategic Arts Plan in Alvard by July 2026	<ul style="list-style-type: none"> Meet with current cabinet members to assume responsibilities Meet with other district VAPA Specialists to collaborate Meet with current VAPA teachers for overview Identify priorities within the strategic plan Create SMART goals for implementation on an annual basis 	<ul style="list-style-type: none"> Multi-year plan for implementation of Strategic Arts Plan 	X	X	X

GOAL 2.3 Establish and Expand Community Partnerships

Strategy	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
<p>Identify Partners to Supplement and Enrich the Quality of VAPA Education in AUSD</p>	<ul style="list-style-type: none"> Talk to local Arts community organizations and higher education institutions (e.g. RAA, RAM, LSU, CBU, RCC, UCR, CSSB, City, Community Centers, etc.) to foster partnerships and collaboration to benefit VAPA education within AUSD 	<ul style="list-style-type: none"> Community partnerships are established 	X	X	X
<p>Organize Partners Into a Structure</p>	<ul style="list-style-type: none"> Ask for committed representatives to bring community partners to schools VAPA Specialist sets up meetings with community partners VAPA Specialist identifies needs and gaps and works with community partners to fill identified needs 	<ul style="list-style-type: none"> One committed member from each organization is included in the working group 			X
<p>Directory of Partners is Developed and Distributed to Constituents for Reference</p>	<ul style="list-style-type: none"> Build a running directory of community partners and needs Create a fee schedule for district to engage partners Ensure compliance of partners to district regulations 	<ul style="list-style-type: none"> Full community meeting convened 			X



SUSTAINABILITY

Long-Term Benefits and Support for the Arts

GOAL 3.1 Secure VAPA Funding and Annual Budget

Strategy	Actions	Measurable Outcomes	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
<p>Differentiate VAPA Funds in LCAP for the 2024-2025 School Year and Beyond</p>	<ul style="list-style-type: none"> • Meet with leadership and share the Strategic Arts Plan (SAP) • LCAP committee differentiates funding for VAPA programs and coordinator annually • School Board adopts updated LCAP 	<ul style="list-style-type: none"> • LCAP reflects dedicated funding for Arts priorities 	X	X	X
<p>VAPA Specialist to Oversee Arts Spending on An Annual Basis</p>	<ul style="list-style-type: none"> • VAPA Specialist given the responsibility and authority to oversee and report on proper use of all VAPA funds 	<ul style="list-style-type: none"> • Budgets are communicated with transparency and Board accountability 			X

GOAL 3.2 Establish Funding for Creating and Updating Facilities

Strategy	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Allocate Funds for Facilities Maintenance and Upgrades Over the Next Three Years	<ul style="list-style-type: none"> Assess the needs of current VAPA facilities (performance venues, classrooms, storage) Determine what funding sources will be used for facilities maintenance and upgrades Ensure future bond efforts support the addition of a performance venue at Hillcrest High School that includes a proscenium theater 	<ul style="list-style-type: none"> Budget is allocated and activated to maintain and upgrade VAPA facilities 	X	X	X
Establish Dedicated Music Classrooms for Elementary Sites	<ul style="list-style-type: none"> Find classroom/"homes" for Elementary Music teachers at their sites for the upcoming school year 	<ul style="list-style-type: none"> Appropriate facilities are made available for Music classes at the Elementary level Music classrooms are not utilized by non-VAPA activities (i.e. HALF Time, PTO, etc.) 	X	X	
Create a Future Performing Arts Center for Larger Events in AUD in the Next School Bond	<ul style="list-style-type: none"> Determine feasibility and funding sources Create a plan for implementation 	<ul style="list-style-type: none"> An Alvord Performing Arts Center is developed to present large events 			X

GOAL 3.3 Promote Alvord Arts Programs – Now and in the Future

Strategies	Actions	Measurable Outcome	Suggested Phase Implementation		
			2023-25	2025-27	2027-28
Create a VAPA Website for Alvord	<ul style="list-style-type: none"> Meet with Assistant Director of Ed Tech Build website (living) VAPA Specialist and Ed Tech to maintain over time 	<ul style="list-style-type: none"> Alvord has an active, current website for all the Arts 	x		
Educate Counselors About Importance of Arts Classes	<ul style="list-style-type: none"> Inform site principals of current practices Counselors meet with VAPA Specialist Counselors share Arts class offerings with students as priority Counselors place students in requested Arts offerings 	<ul style="list-style-type: none"> Growth in numbers in Arts class enrollments 	x	x	x
Student Recruitment to Arts Classes	<ul style="list-style-type: none"> Put Arts on display through events Advertise Arts opportunities in multiple forms Include students TK-12 	<ul style="list-style-type: none"> Increase in the number of opportunities provided to students 	x	x	x
Consider Alternative Schedules to Increase VAPA Participation at the Secondary Level	<ul style="list-style-type: none"> Research alternative schedules (i.e. 7 period day, block scheduling, before and after school course extensions) to facilitate space in student course schedules for increased VAPA participation Propose an alternative schedule to allow for increase VAPA participation 	<ul style="list-style-type: none"> Evidence that alternative schedules were given appropriate consideration 	x	x	x

Arts in Alvord: Strengths and Challenges Outlined by the Planning Team

Strengths 1

- 2 Established/Growing HS Choir Programs
- Moving from hobbies to programs
- Developing MS Bands
- Dedicated dance teacher with knowledge to develop program
- Growing Elementary Music program

Strengths 2

- District & Union Collaboration
- Unlimited Arts Opportunities
- Measure J
- District & Admin Support
- Increasing Counselor awareness surrounding Arts
- Collaborative Arts Teachers
- Prop 28
- October PD and Release Days

Strengths 3

- Funding Momentum
- Spirit to collaborate
- Community Support
- City Motto
- Desire for more for students
- Developing district leadership
- Problem solving
- Parent support
- Highly qualified Arts teachers
- Growth of Elementary Music
- Strong union support
- Strong teacher support
- Staffing is growing

Strengths 4

- Considering Arts access for all students during the school day
- Moving towards a 7-period school day
- Flexibility in teacher scheduling
- Community building through culturally responsive curriculum
- Socio-emotional bonds
- Strong desire for a VAPA Specialist

Challenges 1

- There are established academics for other disciplines that draw students away.
- Appropriately trained teachers at each site (choir and band)
- Rigorously developed scope & sequence across disciplines
- Raising the perceived value of the Arts (to other teachers, professionals, and students)

Challenges 2

- 6 Period Day
- Transportation
- Unspecialized spaces/ Shared PAC (large district spaces)
- Inconsistent class sizes
- Inappropriate prioritizing UC requirements
- Recruitment
- Staffing
- Vertical Alignment in Curriculum/Culture

Challenges 3

- Art islands across the district
- Structure of district leadership
- Connecting the importance of why we the Arts – what is our philosophy
- Opportunity to bridge Arts teachers to a specific site (build a community)
- Facilities capacity
- School site capacity
- Socioeconomic disadvantage

Challenges 4

- Labor partners recognizing benefits of a 7-period school day
- Sustainability of a VAPA Specialist (putting all the pieces together)
- Securing access to professional development regarding socio-cultural awareness/integration (changing educator culture, attitudes, and willingness to integrate cultural awareness).

Arts at Alvord Strategic Directions Workshop

What creative, innovative actions can we take to address our challenges and move toward our vision?

<p><u>Developing Arts Educators</u> Provide Arts Teachers opportunities to collaborate Elem²HS Implement PD between Elementary and secondary Arts within each discipline & between each other Elementary Arts & GE teachers collaborating Create PD opportunities both in person & virtual Vertical alignment with objectives, timeline with regular re-evaluation Convene regular, discipline-specific PLC w/targeted PD opportunities Educate school & district leadership on the development of Arts programs Develop cross curricular PLCs to incorporate content across all disciplines (Ethnic Studies a great place to start!) Develop pull out schedules for cross-site, cross-disciplinary educator collaboration</p>	<p><u>Supporting Instruction through Targeted Employment</u> Create designated jobs for coaches/instructional coaches for each Arts discipline Design specific, targeted, rigorous Arts-specific interview Q's HR/Hiring quality VAPA teachers NOW Hire Art Teachers (Cert/Classified) Elementary feeder school band/orchestra teacher HR/Union – Create Classified (Vis Arts) Master Teacher position HR/Union – Correct Job Descriptions Create coaching positions and hire "assistants"</p>	<p><u>Building a Foundation for Continuity in Alvord Arts</u> Create VAPA Specialist position (identify funding source) Create a VAPA Director to build and continue to develop</p>
<p><u>Expanding Scheduling Options (7 period day)</u> HR/Union Collaboration for 7 period day Implement 7 period day at the secondary level Discuss with the union the need for a 7 period day Implement "specials" @ the Elementary level Lead discussion on 7-period day with constituents Add additional zero period classes to free up space in scheduling</p>	<p><u>Establishing Community Partnerships</u> Collaborate with established community Arts Create & develop partnerships with local Artists/ universities/organizations HR/Union – create Arts Consortium-umbrella of AEF of Teaching Artists Showcase our Arts programs to gain interest</p>	<p><u>Creating Personalized Curriculum</u> Create & develop appropriate course descriptions Develop MS Dance as a PE Option Develop & implement socio-cultural ed curricula (ie LGBTQ+, ethnic, etc) Have career days for Arts careers</p>
<p><u>Expanding & Articulating the Value of the Arts</u> Create and develop workshops & recruitment strategies for feeder schools Commitment to continuity among programs Educate counselors about importance of Arts classes scheduling VAPA website/communications with families (multi-lingual)</p>	<p><u>Establishing funding for facilities</u> Allocate funds for PAC upkeep! Use funds to build a district shared Arts Facility! (Begin to plan...) Build a district performing Arts center Bring in a consultant with Arts experience in facilities design (ie Wenger) Create dedicated classrooms for Elementary Music</p>	<p><u>Secure VAPA funding</u> Purchase materials in preparation for expansion Purchase a BMI & ASCAP license for the district! Ensure LCAP funding for all VAPA for all levels! Allocate funds for royalties & consumables annually LCAP-create list of Arts curricular transportation needs for all programs Dedicate funding for digital infrastructure & upkeep for contemporary Arts Explore Arts transportation options – busses Create VAPA financial proposal summary (Plant \$ vs yearly needs)</p>

Arts Education Profile 2022-23 School Year

Data Source: Aeries SIS March 17, 2023

Alvord Unified School District															
Enrollment by Arts Discipline															
Grade Level	Enrollment	Art	Art %	Dance	Dance %	Drama	Drama %	Music	Music %	Theater	Theater %	Other	Other %	Total Arts	Total Arts %
6	1326							228	17.19%	54	4.07%			282	21.27%
7	1323	168	12.70%					177	13.38%	32	2.42%	65	12.62%	442	33.40%
8	1301	114	8.76%					140	10.76%	19	1.46%	64	14.76%	433	33.28%
9	1409	150	10.65%	32	2.27%	2	0.14%	140	9.94%	64	4.54%	123	8.73%	511	36.27%
10	1228	114	9.28%	11	0.90%	9	0.73%	89	7.25%	31	2.52%	58	4.72%	312	25.41%
11	1497	473	31.60%	13	0.87%	32	2.14%	129	8.62%	78	5.21%	179	11.96%	904	60.39%
12	1313	380	28.94%	16	1.22%	56	4.27%	112	8.53%	32	2.44%	163	12.41%	759	57.81%
Total Students	9397	1399	14.89%	72	0.77%	99	1.05%	1015	10.80%	310	3.30%	748	7.95%	3643	38.77%
# of Arts Teachers		34		2		3		12		4		1		54*	

Teacher is teaching more than one discipline.