



Hemet Unified School District Strategic ARTS Education Plan

2023-2028

ARTS. EXCELLENCE. ALL.

Dr. Christi Barrett, Superintendent

Board of Education

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Hemet Unified School District

STRATEGIC ARTS EDUCATION PLAN 2023-2028

ARTS. EXCELLENCE. ALL.

EXECUTIVE SUMMARY

In 2022, the HUSD administration identified the need for a VAPA TOSA to lead in the development of an Arts Strategic Plan, to support program development, to provide technical advice in arts projects, and to ensure continuity and equity in VAPA planning.

In February, 2022, the VAPA TOSA was hired and the current state of the arts programs was assessed and shared with the HUSD Board. An Arts Strategic Planning Core Team – comprised of teachers, administrators, community and non-profit organizations, and county and state arts leaders – was formed. “Our why” or the defined purpose, was to identify areas for growth, to collaborate to achieve a focused vision, and to set achievable, sustainable goals. The Core Team was assigned the task of planning the development of VAPA programs that ensure equitable access for all students, that support quality, standards-based arts education, and provide the necessary infrastructure for sustainability.

Working toward Excellence in the Arts Advancement to Date April, 2023

Advances in the Music Program

- Expanded elementary music program to offer all grade 1-5 students weekly instruction in General Music utilizing the GamePlan curriculum
- Mandated Choir and Band electives for grade 4-5 students
- Hired 7 additional music teachers in the elementary music program
- Established elementary music as a curricular program
- Reduced the site assignments for elementary music to no more than two per teacher
- Included two ensemble periods in elementary music contact assignments to support ensemble recruitment and retention
- Organized, funded, and implemented District music events including Jazz Festival, Honor Choir, Honor Band, Choir Festival, Band Festival, Solo and Ensemble Festival
- Funded ensemble and marching band uniform replacement
- Funded elementary instrument replacement
- Increased materials and supplies and instrumental repair budgets for music
- Funding to replace equipment vital to music programs including sound and recording equipment, instrument lockers, posture chairs, blackout stage curtains, microphones and speakers, choir risers, acoustic shells, jazz band risers, digital and grand pianos

Advances in the Visual Arts

- Organized and implemented the Riverside Art Palazzo event for Visual Art and Digital Media Arts
- Provided the Art of Education University PRO Flex curricular resource to all Visual Art and Digital Media Arts teachers
- Increased 2D and 3D Visual Art materials and supplies budgets to align with identified resource needs
- Created an Art 2 course for middle schools to encourage motivated grade 7-8 visual artists
- Provided funding to replace equipment vital to the implementation of visual art programs including a kiln, slab rollers, easels, art display boards, LaserJet color printer

Advances in Community Engagement

- Increased cultural awareness and connection through the establishment of the Mariachi program with the Herencia Mariachi Academy at HDLA (SAFE)
- Increased community arts partnerships through Wings Outreach concerts with the Hemet Concert Association
- Hemet Concert Association MEF Grant: Music Competition, Ensemble Donations, Additional Teaching Artist Support for our Strings Programs
- Collaborative events with the Hemet Valley Art Association through the Art Palazzo and Ramona Pageant Bookmark Contest
- Relationship building through presentations for the CAIRTA and Rotary Clubs of Hemet and San Jacinto

Educator Support/Fiscal Support

- Highlights of equipment and facilities funding support across arts disciplines:
 - Blackout curtains for Diamond Valley Middle School
 - New kiln and installation, color printer, and slab roller for WV High School
 - Grand pianos for Hemet and West Valley High Schools
 - Art display walls and Wenger instrument storage for Hamilton High School
 - Choir risers and acoustic shells for West Valley and Tahquitz High School
 - Sound and recording equipment for Fruitvale and Jacob Wiens Elementary
 - Choir mics and speakers for Bautista Creek Elementary
 - Easels and paper cutter for Hemet High School
 - Elevated platforms for Jazz Band for Tahquitz High School
 - Digital pianos for Cawston and Cottonwood
 - Portable PA system with mic for Valle Vista Elementary
 - Instrument storage for Bautista Creek Elementary
 - Slab roller for ceramics at Tahquitz High School
 - Orff instruments for Fruitvale Elementary
- Provided professional development budget for subject-specific arts training
- Established Arts transportation budget for District and curricular events
- Increased the District festivals and events budget to reflect interest for VAPA subjects

Arts Planning Timeline

The Core Team convened five times, between September 2022 and January 2023, in collaborative meetings under the direction of a state-wide arts education consultant. The consultant guided the team through a process that included determining vision statements based on measurement of a successful arts program in 3-5 years in Hemet. Strengths and challenges were identified, based on the current state of the arts and desired outcomes, for each of the vision statements. Key components to increasing equitable arts programs were identified and aligned to three main focus areas: content, sustainability, and infrastructure.

The strategic directions, goal areas, and key ideas were clarified through the introduction of innovative, achievable actions that addressed challenges in moving toward the vision. The three strategic directions and their respective actions were prioritized into phases for implementation: Phase 1 - 2023-2025, Phase 2 - 2025-2027, and Phase 3 - 2027-2028. Finally, based on the individual strategic goals and actions, the team assigned measurable outcomes, budget needs, and personnel. The writing process began with the VAPA TOSA and the consultant considering all consensus-based content developed through team meetings in January 2023 for the final plan. The plan was then presented by the VAPA TOSA to the Director of Elementary Education, the Director of Secondary Education, and the Assistant Superintendent of Educational Services for input and approval. The 5-Year Arts Strategic Plan was presented to and submitted for Board approval on June 13, 2023.

Arts Mission Statement

Empowering every student to believe in, to strive for, to achieve excellence through the arts.

Arts Vision Statement

The Hemet Unified School District Visual and Performing Arts program provides every student accessible, equitable, inclusive Arts education

- *integrated into the District curriculum,*
- *aligned with the essential California Arts Standards,*
- *designed to represent student voice,*
- *including enrichment, growth, and extension opportunities,*
- *supporting and celebrating cultural diversity and awareness,*
- *funded responsibly to ensure quality of teaching, facilities, and resources,*
- *developed through a mutually beneficial relationship with home, our local arts partnerships, and the larger community.*

All students may discover their creative identity, develop an appreciation for the arts' role in human connection, collaborate with others through artistic endeavors, and increase their social, cognitive, and life skills.

ARTS Strategic Planning Core Team

Adriane Ambriz	Teacher, Instrumental and Vocal
Dr. Lauren Armijo	Director of Elementary Education
Tina Batchelder-Schwab	VAPA TOSA
Dan Boulton	Teacher, Instrumental
Tracy Chambers	Assistant Superintendence, Educational Services
Christopher Downard	Teacher, Vocal
April Estoch	Teacher, Visual Art
Tom Garnella	President of the Hemet Concert Association Board Retired Teacher & Administrator
Dr. Nereyda Gonzalez	Director of Secondary Education
Joe Hameister	Teacher, Visual Art
Louisa Higgins	Riverside County Office of Education Arts Administrator
Monica Napier	Teacher, General Music and Vocal
Monica Reichl	Teacher, Theatre

Facilitator

Peggy Burt	LA County Office of Education/Mindful Strategies Arts Education Consultant
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Community, Action, Service

As we consider the future lives of our students and what role the Arts play in their development as global citizens, we can assume that global and cultural competency and taking action are part of their responsibility as productive, engaged, contributing members of society. As adopted by the US Department of Education, global competence is defined as, “the capacity and disposition to understand and act on issues of global significance...investigating the world, weighing perspectives, communicating ideas, and taking action” (Monthey et al. 2016, Xiii, Mansilla and Jackson 2011; United States Department of Education 2012, p. 5).

The following California Arts Standards are particularly relevant in the context of developing identity and a sense of belonging, taking action, and community service.

Connecting - Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art

Connecting - Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding

What is CAS?

- **Community** – our school, local, and global society with which we share common artistic goals.
- **Action** – identifying, planning, and implementing purposeful solutions using a range of artistic means.
- **Service** – experiential, thoughtful, solutions-based arts initiatives with beneficial outcomes.

What is the significance of CAS?

- Enables students to enhance their personal and interpersonal development by learning through experience.
- Provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work.
- Encourages students to make connections between arts study and the community.

- Builds creative thinking skills and solutions-based collaboration.
- Increases awareness of the role and impact of self and others as members of an interdependent community.

As part of the educational process for empowering students to become culturally competent members of their immediate and larger communities, the arts provide unique opportunities for students to discover their artistic voice, develop empathy through the study of creation in cultural context, and connect artistically with the local and larger community.

Strategic Directions and Goal Areas

Strategic Direction 1: Content: Arts Teaching and Learning

Provide equitable access to a vertically aligned, standards-based, and comprehensive TK-12 integrated arts program for all students.

- 1.1 Develop Scope/Sequence to guide K-12 VAPA arts education for continuity in student learning
- 1.2 Create Subject Specific PD & Collaboration Opportunities
- 1.3 Develop and implement a master schedule that facilitates student choice of expanded VAPA electives
- 1.4 Establish equitable access of specific, standards-based VAPA programs across divisions, throughout the District

Strategic Direction 2: Infrastructure to Support Arts Teaching and Learning

Develop a comprehensive foundation that supports a system designed to expand quality arts opportunity and access for all students.

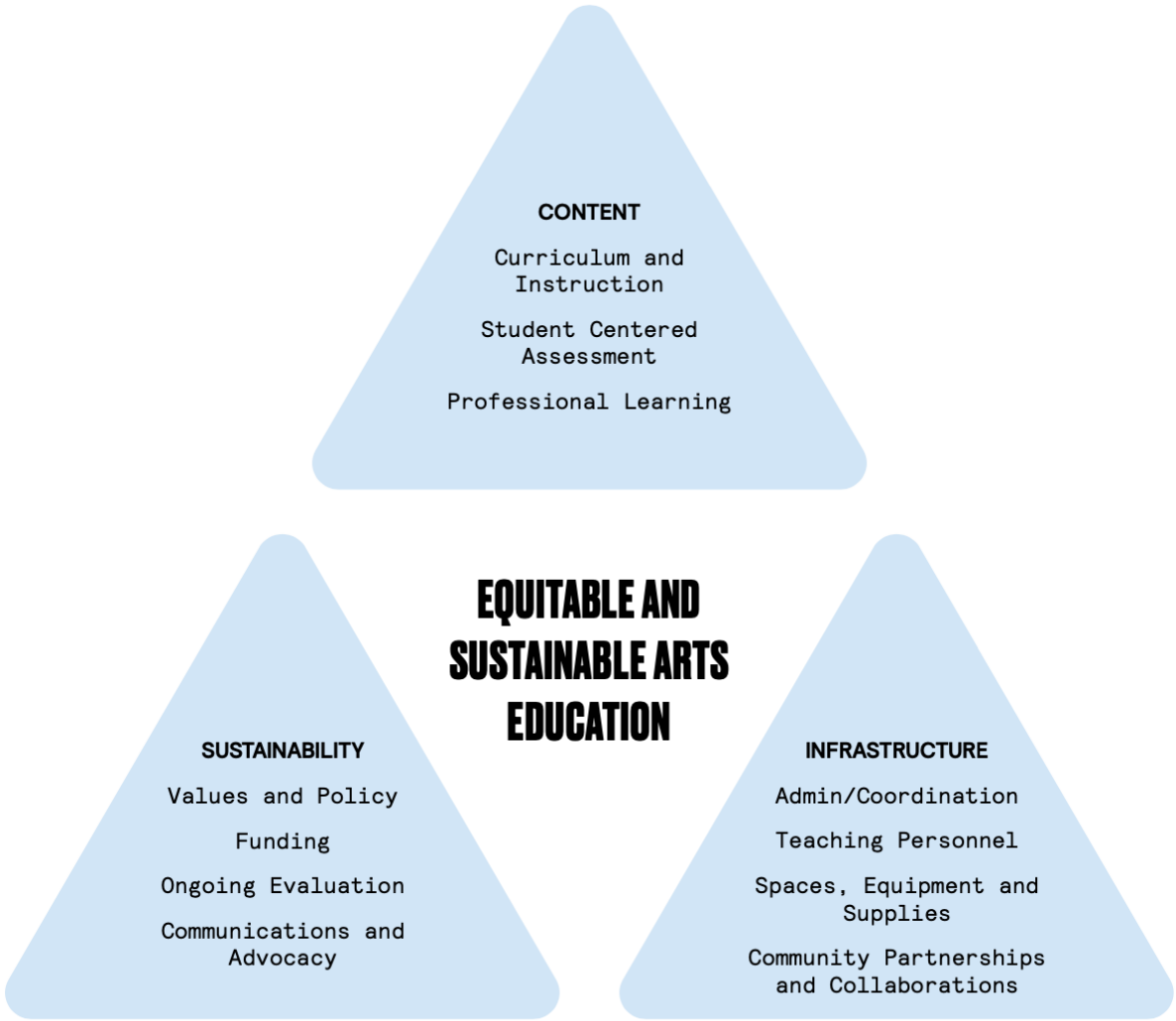
- 2.1 Increase K-12 Staffing and Funding for VAPA courses to expand student opportunities
- 2.2 Engage professional artists in long-term collaborative opportunities within our district
- 2.3 Invest in purpose-designed, well-maintained VAPA classrooms and facilities to provide quality arts experiences for all

Strategic Direction 3: Sustainability Practices to Support Arts Teaching and Learning

Build mutually beneficial relationships based on arts engagement within our school, local, and larger communities.

- 3.1 Develop strong, active, ongoing parent and community engagement
- 3.2 Develop a System of Communications to promote VAPA
- 3.3 Develop clear budgets, including fund allocations for Prop 28 and the Arts & Music Block Grant Funding

KEY COMPONENTS OF EQUITABLE AND SUSTAINABLE ARTS EDUCATION



The HUSD Strategic Arts Education Plan highlights the elements of equitable and sustainable arts programming and instruction which are divided into three focus areas as outlined in this triangle graphic.

STRATEGIC ARTS EDUCATION PLANNING GUIDE: EXPANDING ACCESS TO THE ARTS IN SCHOOLS AND COMMUNITY - 4TH EDITION

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Strategic Direction 1: Content: Arts Teaching and Learning

Focus Statement: *Provide equitable access to a vertically aligned, standards-based, and comprehensive TK-12 integrated arts program for all students.*

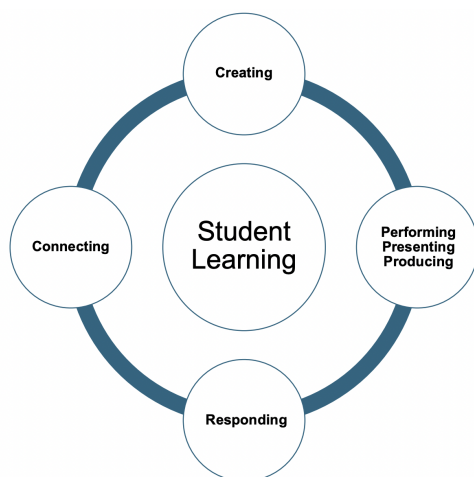
The California Department of Education states that for a school to be recognized as having a California Exemplary Arts Program, there must be evidence of integrated instruction in at least three arts disciplines during the regular school day and equity of access to VAPA programs for all students must be demonstrated ([California Exemplary Arts Education Award - Awards and Recognition \(CA Dept of Education\)](#)).

In 2019, the California State Board of Education adopted the *California Arts Standards for Public Schools, Prekindergarten Through Grade 12 Arts Standards* as a guide for standards-based education in dance, media arts, visual arts, music, and theatre. The arts standards are designed to be equitable and accessible to every public school student in California ([California Arts Standards](#)).

These standards, combined with the vision and goals for standards-based arts education, make up the *California Arts Education Framework for Public School, Transitional Kindergarten Through Grade Twelve*, adopted by the CSBE in 2020 ([California Arts Framework](#)). The *Framework* states that:

The arts are a necessary and required component for all California students to develop as well-rounded, lifelong learners who contribute to the prosperity and quality of life for local and global communities. An education in the arts (dance, media arts, music, theatre, and visual arts) develops engaged, creative, expressive, responsive, and artistically literate citizens. Artistic literacy is the ability to understand, create, perform/present/produce, respond, and connect through the arts, and transfer knowledge and skills learned from authentic experiences in the arts that transcend historical, cultural, and societal contexts (p. 1).

The 4 Artistic Processes:



The 11 Anchor Standards:

Creating (Cr)

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Define and complete artistic work.

Performing/Presenting/Producing (Pr)

4. Select, analyze, and interpret artist work for presentation.
5. Develop and refine artistic techniques and work for presentation.
6. Convey meaning through the presentation of artistic work.

Responding (Re)

7. Perceive and analyze artistic work.
8. Interpret intent and meaning in artistic work.
9. Apply criteria to evaluate artistic work.

Connecting (Cn)

10. Synthesize and relate knowledge and personal experiences to make art.
11. Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

In 2023, the California County Superintendents Arts Initiative set a goal:

To make visible and accessible paths to learning for California’s diverse learners through a focus on powerful arts teaching and learning that builds on and supports learning aligned to California State Standards ([About Creativity at the Core - CCSESA Arts Initiative](#)).

Arts excellence for all is our statement, as a District, that we are committed to providing exemplary arts offerings with equitable access for all students, especially those furthest removed from opportunity, without bias. We are supporting standards-based arts education instruction and learning in combination with the Arts and Hemet District Mission and Vision statements.

Strategic Direction 1: Content: Arts Teaching and Learning

Focus Statement: *Provide equitable access to a vertically aligned, standards-based, and comprehensive TK-12 integrated arts program for all students.*

- Goal 1.1 Develop scope and sequence to guide K-12 VAPA arts education for continuity in student learning
- Goal 1.2 Create subject-specific professional development & collaboration opportunities
- Goal 1.3 Develop and implement a master schedule that facilitates student choice of expanded VAPA electives
- Goal 1.4 Establish equitable access of specific, standards-based VAPA programs across divisions, throughout the District

Goal 1.1: Develop Scope/Sequence to guide K-12 VAPA arts education for continuity in student learning				
Timeline	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1 Ongoing	Scope and Sequence for all Arts subjects to be created and shared	Essential Standards Identified Collaborate with teachers to establish performance markers for grade levels and division handover Determine gaps for curriculum and divisional readiness goals Create a database for Scope and Sequence	VAPA TOSA in partnership with VAPA teachers.	Scope and Sequence for all VAPA subjects is published and shared widely across the district and utilized as a tool to improve planning, assessment, and scaffolding for all grade levels

		Share to all teachers and professional community https://staff.hemetlearnstogether.org	IT Department	
Phase 1 Ongoing	Building continuity of programs through divisions with intentional, value-added, recruitment/retention	Create high quality teaching and learning opportunities for teachers including peer observation and modeling, when needed Motivational incentives including District festivals and showcases, field trips, and workshops (curricular connection)	VAPA TOSA in partnership with teachers and site administrators	Student recruitment and retention percentages will increase as students transition into higher divisions
Phase 1 Ongoing	Student-centered elective choices	Scheduling that focuses on student choice Clarify the need and importance of continuity of study in supporting students' identities Creative solutions to course requirements (summer, online, zero period) Guidance-work for solutions to studying more than one arts subject in middle school Recruitment events within and between divisions, including students and parents, to inform elective choices	VAPA TOSA, site administrators, Guidance Departments, Director of Elementary Education, Director of Secondary Education	Student/parent voice and teacher recommendation will play a key role in divisional transition
Phase 1 Ongoing	Essential Standards for HUSD	Work with the California ARTS Standards Align with our Mission and Vision Statements Align with our divisional readiness goals and Scope and Sequence Simplify	VAPA TOSA in partnership with VAPA teachers.	Essential Standards for all VAPA subjects are published and shared widely across the district and utilized as a tool to improve planning, assessment, and reporting

		Provide standards training to all VAPA teachers (Prop 28 and LCAP Funding) Share to all teachers and professional community https://staff.hemetlearnstogether.org	IT Department	
Phase 2 Ongoing	Address how standards are reflected on student reporting	Choose a format for sharing arts standards in reporting Shared document or other besides reports (spacing)		
Phase 1 Ongoing	Provide integrated arts opportunities to all elementary schools and K-8 schools	Hire Integrated Arts teachers to provide a rotation of visual art, dance, theatre, coding, and design instruction (Prop 28 funding)	VAPA TOSA, site administrators, Arts Integration teachers, Director of Elementary Education	Students will gain exposure to a variety of arts experiences, gaining skills through exploration
Phase 2 Ongoing	Support integrated arts opportunities for all elementary schools and K-8 schools	Design a planning program including lessons, scope and sequence, and learning goals Share to all teachers and professional community https://staff.hemetlearnstogether.org	VAPA TOSA, Arts Integration teachers, Director of Elementary Education IT Department	Plans for Integrated Arts Elementary programs are published and shared widely across the district and utilized as a tool to improve planning, assessment, and reporting

1.2 Create Subject Specific PD & Collaboration Opportunities

Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1	Provide Standards-based Training for All Arts Teachers	Provide training with RCOE Arts Administrator and VAPA TOSA to introduce the California Arts Education Framework, the California Arts Standards, and Essential Standards Identification in August, 2023 (Prop 28 and LCAP Funding)	VAPA TOSA, RCOE Arts Administrator, All VAPA Teachers	Teachers will become familiar with the Arts Standards and will be prepared to identify the Essential Standards and Performance Standards

Phase 1	Provide Standards-based Training for All Arts Teachers	Provide training with VAPA TOSA on Arts Standards-based planning, assessment strategies, and reporting. (Prop 28 and LCAP Funding)	VAPA TOSA, All VAPA Teachers, (Possibly Riverside County Consultant)	Teachers will use the identified Essential Standards and Performance Standards from prior training in planning, assessing, and reporting.
Phase 1-2 Ongoing	Develop a Scope and Sequence for all Arts Subjects	Identify Mastery Outcomes and General Outcomes Measurements for grades 2, 5, 8, 10, and 12. (Curriculum Based Measurement)	VAPA TOSA, Core VAPA Teacher Team	Scope and Sequence will be used to examine program effectiveness and drive revision in VAPA subjects.
Phase 1-2 Ongoing	Connect VAPA and District literacy goals	Provide training for all VAPA teachers in the intersection of Arts and literacy. Arts Education Partnership	VAPA TOSA, All VAPA Teachers, (Possibly Riverside County Consultant)	Teachers will initiate and implement more literacy learning in Arts subjects.
Phase 1 Ongoing	Curricular Resource Library Available	Share to all teachers and professional community https://staff.hemetlearnstogether.org	IT Department	Teachers will have access to all shared resources for curricular planning and reference.
Phase 1 Ongoing	Support VAPA teachers to attend approved conferences that target identified growth areas and are designed to increase subject-specific knowledge, networking, and best practice	Allocate a budget that adequately supports all VAPA teachers (LCAP/Prop 28 Funding) Identify areas for growth and reasoning for attendance	VAPA TOSA in partnership with Director of Assessment and Accountability, Director of Elementary Education, Director of Secondary Education	Teachers will attend conferences designed for their specific subject needs and will feedback relevant experience and learning in the department PLC
Phase 1 Ongoing	Identify needs for PD for all VAPA subjects/divisions.	Identify when PD should be locally offered (on-site) and when it is necessary to travel Conduct one to one conversation, PLC meets, informal observation, needs surveys, multiple times throughout the year to assess for growth areas Allocate a budget that reflects the needs of our staff (LCAP Funding)	VAPA TOSA in partnership with VAPA teachers VAPA TOSA in partnership with Director of	Teachers will participate in opportunities to improve in targeted growth areas and will demonstrate increased knowledge and skills

			Assessment and Accountability, Director of Elementary Education, Director of Secondary Education	
Phase 1 Ongoing	Provide PD for identified needs in all subjects/divisions	Develop a VAPA PD budget that adequately supports workshop attendance, standards training, and other subject-specific training for VAPA teachers (Prop 28 and LCAP)	VAPA TOSA in partnership with Director of Assessment and Accountability, Director of Elementary Education, Director of Secondary Education	VAPA teachers will have adequate access to funded PD opportunities designed to increase their high quality teaching and learning outcomes
Phase 1 Ongoing	Provide collaborative department meetings to plan for divisional, District, and subject events	Provide times and spaces for collaborative PLC, both online and in person	VAPA TOSA and VAPA teachers	District collaboration days and Music/PE collaboration days will be available throughout the year and we will develop stronger collegial relationships, support systems, and strategic sharing of best practices
Phase 1 Ongoing	Provide collaborative workshops that focus on identified, targeted knowledge or skills	Workshops may include opportunities for teachers and students When appropriate, provide R&D rate for teachers who are required to attend professional development events Provide a budget to adequately support targeted skill-building	VAPA TOSA and VAPA teachers with/without collaboration with outside vendors	VAPA teachers and/or students will gain knowledge and understanding and demonstrate increased skill development.
Goal 1.3 Develop and implement a master schedule that facilitates student choice of expanded VAPA electives				
Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome

Phase 1 Ongoing	Sequential arts-standards aligned instruction to bring students from novice through proficient levels	Create Subject Specific sequential learner options at all HS	VAPA teachers at HS, site administrators, Counselors	Students will have the opportunity to follow arts subjects through proficiency
Phase 1 Ongoing	Divisional Recruitment	Intentional recruitment and sharing of options between divisions for VAPA courses	VAPA teachers and site administrators	Student retention will increase as they transition through divisions
Phase 1-2 Ongoing	IB DP Music offered at West Valley High School	Provide DP Music Cat. 1 training for HS Music teacher Provide funding for resources	VAPA TOSA, Site Administrator, IB DP Music Teacher, Counselors	Diploma Program students will have access to the DP Music program
Phase 1 Ongoing	Elective Scheduling that supports student choice	Student/parent choice and teacher recommendation from previous division are honored in the elective scheduling process Students have ample opportunity to complete required/recommended electives (i.e., zero period, summer school)	VAPA teachers, Counseling	Students will continue sequential instruction in VAPA courses without interruption, by choice
Phase 3	Future Consideration Dual Enrollment arts classes	Teachers apply through MSJC. Counselors work with the master calendar. Meet with MSJC matriculation.	VAPA teachers, Counseling/College & career, MSJC	Students will have the opportunity to follow a Dual Enrollment Pathway in various VAPA courses

Goal 1.4 Establish equitable access of specific, standards-based VAPA programs across divisions, throughout the District

Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1 Ongoing	Design an equitable VAPA program in all divisions, across the District	Assess current elective offerings and design an expansion of VAPA programs for equitable access in all divisions	VAPA TOSA, VAPA teachers, Director of Elementary Education, Director of	Programs will be offered, in all VAPA subjects, with equitable access and support throughout all divisions and across the District

			Secondary Education	
Phase 1 Ongoing	Provide equity of Visual Art programs in middle schools	Provide Visual Art elective at Diamond Valley Middle School (Prop 28 funding)	Site Administrator, Director of Secondary Education	Students will have access to a Visual Art class as part of the elective schedule at DVMS
Phase 1 Ongoing	Reinstate Choir teachers at the middle school level	Provide Choir teachers and Choir elective at all Middle Schools (minimum 2 sections per site) (Prop 28 funding)	Site Administrators, Director of Secondary Education	Students will have access to Choir at all middle schools taught by a credentialed, experienced, choir teacher
Phase 1 Ongoing	Provide equity of Dance programs in high schools	Offer Dance elective at all high schools with qualified Dance teachers (Prop 28 funding)	Site Administrators, Director of Secondary Education	Students will have access to a Dance class as part of the elective schedule at all high schools
Phase 1 Ongoing Phase 2 Ongoing	Provide integrated arts opportunities to all elementary schools and K-8 schools	<p>Integrated Arts Program instruction provided on a rotation of visual art, dance, drama, coding, and design instruction (Prop 28 funding)</p> <p>Focus on curricular design and implementation, with equity of access according to education code, which may also provide prep for core planning</p> <p>Design a program including lessons, scope and sequence, and learning goals</p> <p>Share to all teachers and professional community https://staff.hemetlearnstogether.org</p>	<p>VAPA TOSA, site administrators, Arts Integration teachers, Director of Elementary Education</p> <p>IT Department</p>	Students are intentionally exposed to a variety of arts experiences, gaining skills through exploration
Phase 1 Ongoing	Include Technical Theatre at Tahquitz High School	<p>Hire a CTE Tech Theatre teacher for Tahquitz High School (Prop 28 funding)</p> <p>Provide facility, equipment, and scheduling to support program</p>	Site administrator, Director of Secondary Education	Students will have access to a Technical Theatre class as part of the elective schedule at all high schools

Phase 2	Include Digital Media at all HS	Provide Digital Media elective option at West Valley High School (Prop 28 funding)	Head of Secondary Education, Site Administrators, CTE Director	High school students have access to Digital Media classes
Phase 3 (poss.)	Include Drama and Dance in Middle School VAPA programs	Hire credentialed Theatre and Dance teachers Encourage teachers who are credentialed and who have an interest and experience in teaching these subjects to apply Support teachers who wish to complete their Subject Matter Authorization who are already Hemet USD teachers	Site administrators, Director of Secondary Education	Possible elective rotation model offered for all middle school students experiential learning
Phase 2 Ongoing	Increase arts field trip opportunities for our secondary students to provide access to professional production value	Provide budget (Prop 28 funding) Create plan for standards-aligned and equitable distribution of resources	VAPA TOSA, Secondary Arts Teachers, Site Administrators, Various Performance Vendors	Students will have equal access to attend professional productions in professional settings for their chosen arts electives

Strategic Direction 2: Infrastructure to Support Arts Teaching and Learning

Focus Statement: *Develop a comprehensive foundation that supports a system designed to expand quality arts opportunity and access for all students.*

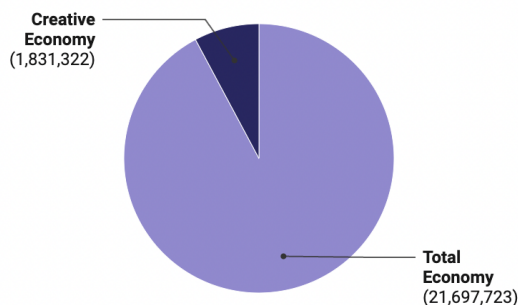
In 2018, the California County Superintendents sponsored the launch of a statewide arts initiative, *Creativity at the Core*, designed to collect knowledge and research about the power of strategic arts learning to transform lives, particularly for our diverse and underserved student populations, including English language learners. The purpose is, “*To make visible and accessible paths to 21st century learning for California’s diverse learners through a focus on powerful arts teaching and learning that builds on, and supports, learning in the California State Standards.*” Culturally and linguistically responsive arts pedagogy builds upon strengths to help students become independent, confident, capable, complex thinkers and learners. ([Culturally and Linguistically Responsive Arts Teaching and Learning In Action](#))

The Institute for Arts Integration and STEAM states that culturally responsive arts teaching requires us to recognize that the arts are inherently part of a culture. Students are given artistic choices that reflect the cultural richness of the community. Actively listening and utilizing students’ cultural strengths increases engagement, belonging, and voice. ([Culturally Responsive Teaching and the Arts](#))

Preparing our students for higher education and workplace readiness includes developing desirable character traits, fostering a lifelong learning mindset, and equipping them for the 21st-century job market. In California, the arts are a particularly relevant piece of the economic puzzle as the creative industry employs nearly 2 million workers per year which is nearly 8% of the California workforce. The creative sector accounts for nearly 15% of the state’s overall economy.

Creative Economy Employment in California

2021



Employment by Creative Economy Sector in California

2021

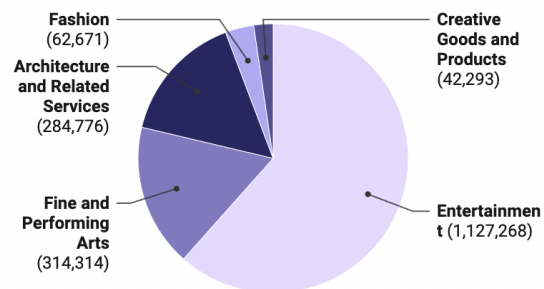


Chart: CVL Economics, LLC; 2023 Otis College Report on the Creative Economy Source: U.S. Bureau of Labor Statistics Quarterly Census on Employment and Wages; U.S. Census American Community Survey. Created with [Datawrapper](#)

Average Annual Wages: Creative Economy v. Economy Overall in the Southern California Region

Average annual wages in the economy saw an increase of +16% from 2018 to 2021. Wages for the creative economy increased by +21% during the same period.

Total Economy



Creative Economy



Chart: CVL Economics, LLC; 2023 Otis College Report on the Creative Economy Source: U.S. Bureau of Labor Statistics Quarterly Census on Employment and Wages; U.S. Census American Community Survey. [Get the data](#) Created with [Datawrapper](#)

[\(Otis College Report on the Economy\)](#)

Focus Statement: *Develop a comprehensive foundation that supports a system designed to expand quality arts opportunity and access for all students.*

- Goal 2.1 Increase K-12 Staffing and Funding for VAPA courses to expand student opportunities
- Goal 2.2 Engage professional teaching artists in long-term collaborative opportunities within our district
- Goal 2.3 Invest in purpose-designed, well-maintained VAPA classrooms and facilities to provide quality arts experiences for all

Goal 2.1: Increase K-12 Staffing (and Funding to support those staff) for all VAPA courses to expand student opportunities

Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1 Ongoing	Add Choir Specialist back into all MS programs	Hire two full-time choir teachers to be shared at two sites each (.6 + .4 and alternate cost) (Prop 28)	Director of Secondary Education, VAPA TOSA, Site Administrators	Two sections of choir, at least, will be open at each MS site, taught by a Choir specialist. An increase in Choir enrollment in the MS including in transition from elementary to MS
Phase 1	Reconfigure the EL Music Schedule/Staffing with new boundaries	Realign the current staff and hire any necessary new positions to cover our	VAPA TOSA, Director of Elementary Education	Elementary music teachers will be evenly distributed with adherence to the prescribed teaching contact

		projected student sections by site		load and ensemble allocations
Phase 2	Digital Media at all HS	All HS sites offer Digital Media courses	Director of Secondary Education, Site Administrators, CTE Director	Students have access to Digital Media courses
Phase 1 Ongoing	Offer Dance at Hemet HS and Tahquitz HS	Hire certified Dance teachers for HHS and THS (Prop 28)	VAPA TOSA, Director of Secondary Education	Students have access to Dance classes at all high schools
Phase 1 Ongoing	Provide Culturally Responsive Arts Classes	Identify needs, provide course outlines and descriptions, adopt curriculum, hire teachers, schedule offerings, open to students Mariachi Band offered at West Valley and Tahquitz High Schools	VAPA TOSA, Director of Secondary Education, Director of Elementary Education, Site Administrators, Counselors, Students, New Hires	Students will have opportunities to participate in culturally responsive classes in the arts.
Phase 2-3	On-call Performance Tech Assistants (set up/maintain microphones, sound system, etc) as needed for Middle and Elementary School Events	Train Tech Theatre students to do sound and light for MS & EL Can be part of the CAS component of the Arts Plan	High School Tech Theatre Teachers, High School Students	Students contribute to our Elementary and Middle School events through responsible, goal-driven participation in this standards-aligned program. (CAS)
Phase 1	Provide support for Tech Theatre programs	Tech Theatre Assistants for WVHS and HHS	Site Administrators, Director of Secondary Education, Tech Theatre Teachers	Students have increased guidance on specific skill-building, safety management, and organization of building and planning tasks and on-task, project goal completion.
Phase 2-3 Ongoing	Provide support in VAPA programs with additional staffing	Childrens' Theatre-Additional teacher to provide vocal training and accompanying	High School Theatre teachers, Site Administrators	Students will have access to vocal training and the Childrens' Theatre classes will have live accompaniment for their community-based rehearsals and productions which benefit their recruitment and feeder programs as well as

				give their students performance preparation.
Phase 2-3 Ongoing	Provide support in VAPA programs with additional staffing	Ceramics-Additional teacher to provide assistance with hands-on projects and individual support	High School VA Teachers, Site Administrators	Visual Art and Ceramics students will have more attention and feedback given during the artmaking process. Organization for and completion of art displays and showcases will be more supported and efficient.

Goal 2.2 Engage professional teaching artists and organizations in long-term collaborative opportunities within our district

Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1 Ongoing	Develop relationships with Hemet Valley Art Association	<ul style="list-style-type: none"> -Art Palazzo -Attend HVAA Board meetings to share information and opportunities -Increase awareness of student exhibition possibilities -Collaborate for teaching artist integration -Collaborate for student-centered opportunities (scholarships, student gallery shows, art contests) -Variety of Art Competitions for Elementary School throughout the year -Ramona Pageant Bookmark Competition (Grade 4) -Mural Development -Chalk Walk 	VAPA TOSA, HVAA Board, Integrated Arts TOSAs, Secondary Visual Art and Digital Media Arts Teachers	Mutually beneficial relationships will exist with increased collaborative opportunities providing students with value added arts learning experiences.
Phase 1 Ongoing	Develop relationships with Universities	<ul style="list-style-type: none"> -Workshops and tours -Performance field trips with HS students -University professors as adjudicators, clinicians, instructors, and conductors -Communicate staffing needs with universities 	VAPA TOSA, University VAPA Program Directors, University VAPA Professors, Secondary VAPA Teachers	Students will connect arts study with the benefits of higher education and the possibility of careers in the arts.

		-Recruitment for student enrollment -Collaborate on credentialing and interning in the classroom		
Phase 1-2 Ongoing	Develop relationship with Hemet Concert Association	-Educational Wings Outreach concerts -Collaborate on student-centered opportunities (scholarships, free student admission to public concerts) -VAPA TOSA participates on HCA Board -Institute a Music Competition for High School students -Student Visual Art showcase in lobby for public concerts -Arts Integration projects utilizing concert program to inspire artworks -Student pre-show performance for public concerts	VAPA TOSA, Various Secondary VAPA Teachers, HCA Board	Mutually beneficial relationships will exist with increased collaborative opportunities providing students with value added arts learning experiences.
Phase 1 Ongoing	Develop relationship with Hemet Rotary Club	-Music Competition for high school students -Community, Action, Service connection	VAPA TOSA, various VAPA Teachers, Hemet Rotary Club (5330)	Mutually beneficial relationships will exist with increased collaborative opportunities providing students with value added arts service and learning experiences.
Phase 2-3 Ongoing	Local Teaching Artist Collaboration	-Demonstrations -Professional development -Mural/project collaborations -Cultural connection (competence) -Develop a budget for guest artists/artists in residence	VAPA TOSA, VAPA Teachers, Local Teaching Artists, Indigenous Teaching Artists	Students will move toward cultural competence through sharing and creating artistically with local and indigenous teaching artists.

Goal 2.3 Invest in purpose-designed, well-maintained VAPA classrooms and facilities to provide quality arts experiences for all

Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1	Update Elementary and Middle School MPR Sound Equipment and Lighting	-Update audio/visual equipment -Provide tech training -Inspect lighting equipment	Site Administrators, Maintenance, Facilities,	Sound and lighting is adequate and incorporated for performances and events.

		-Repair/provide equipment to meet minimum requirements for all schools	Elementary and Middle School VAPA Teachers	
Phase 1-2	Update Visual Art, Ceramics, Digital Media Classrooms and Equipment	-Provide adequate new or replacement equipment as deemed necessary to achieve standards-based outcomes -Provide updates to classrooms as needed to successfully and safely deliver curriculum	Site Administrators, Maintenance, Facilities, Elementary and Middle School VAPA Teachers	Teachers and students utilize well-maintained equipment to demonstrate standards-based assessment criteria.
Phase 1	Addition of Portable Classrooms for Elementary Music-as needed	Plan and budget for adequate, appropriate elementary music classrooms to implement music curriculum	Site Administrators, Facilities	All elementary general music, band, and choir classes take place in a classroom designed for music lessons.
Phase 1-2	Update Band Instrument Inventory for All Divisions	-Take inventory and assess needs -Redirect inventory to Hemet library system (Destiny) -Budget for increased instrument purchases -Repurpose some current MS or HS equipment to elementary	VAPA TOSA, Librarians, District Librarian, Instrumental Teachers	Instruments are distributed through the Aeries portal, connecting Hemet students with borrowed equipment.
Phase 1-2	Separate Storage Units for Middle School Band and Choir Equipment	-Band Wenger storage lockers for secondary sites -External storage units/pods for large equipment	Middle School Music Teachers, Site Administrators, Facilities, Maintenance	Students and teachers can safely store equipment to minimize damage and loss while on school property.
Phase 1-3 Ongoing	Update High School Theater Facilities and Equipment	Work with an approved vendor to assess the need for improvements and updates and design and begin a phased plan	VAPA TOSA, High School Theatre and Music Teachers, Site Administrators, Maintenance, Facilities	Theater facilities will have sound, lighting, and fly systems that are well-maintained, reliable, and meet the VAPA program needs.

Strategic Direction 3: Sustainability Practices to Support Arts Teaching and Learning

Focus Statement: *Build mutually beneficial relationships based on arts engagement within our school, local, and larger communities.*

The California Arts Standards for Public Schools in partnership with Create California (2015) emphasize that to best serve the needs of all student artists, there needs to be shared responsibility and support for all members of the community including school, home, and local arts agencies ([California Arts Standards for Public Schools](#)).

Inclusive, Affirming, and Culturally Sustaining Arts Education

An inclusive, affirming, and culturally sustaining arts education is based on a group's assets, rather than on perceptions of deficiencies, prioritizing the following tangible actions:

- Promote the arts to teach and learn about self-knowledge, respect, self-respect, and empathy, as well as multicultural ways of knowing.
- Include instruction on diversity grounded in the arts and use cultural knowledge to support young people's critical thinking and creative innovation, particularly those students who do not find the curriculum engaging.
- Promote student voice as a primary focus of quality arts education. Adopt culturally and linguistically responsive arts education and arts-integrated curricula that focus on positive identity development and ownership of learning as instructional goals. Support the cultural assets students bring to the classroom.
- **Build collaboration among classroom teachers, arts specialists, teaching artists (practicing professional artists with the complementary teaching skills), families, and community members. By incorporating local cultural expertise and leadership, the schools become an integral part of the community, which generates more resources for students in and out of school.**
- **Strengthen communication between home and school cultures and increase family engagement by creating a welcoming school environment. Empower families, regardless of primary language, socioeconomic status, race, ethnicity, or educational background.**

Source: A Blueprint for Creative Schools ([Create CA](#)).

Focus Statement: *Build mutually beneficial relationships based on arts engagement within our school, local, and larger communities.*

3.1 Develop strong, active, ongoing community and parent engagement

3.2 Develop a system of communications to promote VAPA

3.3 Develop clear budgets, including fund allocations for Prop 28 and Arts & Music Block Grant Funding

Goal 3.1 Develop strong, active, ongoing community and parent engagement

Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1 Ongoing	Arts Events to Increase Parent/Family Engagement	-Identify community spaces where art can be displayed (Galleries) -Increase student participation in RCOE offered student arts events (Fine Arts Spectacular, Honor Band, Honor Choir, Palm Springs Film Festival) -Increase student participation in local art, music, scholarship competitions (CalRTA, HCA, Rotary, HVAA)	Arts Teachers, VAPA TOSA, RCOE Arts Administrator, Local Arts Agencies, Students, Parents	There will be an increase in the number of student artist participants and parent supporters within the local and broader communities.
Phase 1 Ongoing	Educational Outreach Parent/Student Concert	Designate one Ed Outreach concert per year as a student and parent audience opportunity	VAPA TOSA, HCA, Students and Parents, Music Teachers	Parents will attend an Outreach concert with their child and complete an experience survey.
Phase 1 Ongoing	Pre-Concert Student Showcases for Hemet Concert Association Public Concerts	Program student showcases, music and visual art, as a pre-concert performance for the HCA Sunday public events multiple times per year Parents invited to attend the HCA public concert for free after the student performance (students are always free up to age 24)	VAPA TOSA, HCA, Arts Teachers, Students and Parents	Parents will attend the pre-concert performance for their child and stay for the professional concert on the same day.
Phase 1 Ongoing	Visual Art Showcases at Hemet Concert Association Public Concerts (connect music and visual art)	Students may use a piece or a themed program for inspiration to create artworks that can be displayed at the concerts Students may use a given piece to create artworks to be displayed in a slideshow during the performance (with	VAPA TOSA (in the role of Artistic Director of HCA), Hemet Concert Association, Visual Art Teachers, Students	Students will connect music and visual art by creating artworks inspired by given pieces or program themes to display during public and Ed Outreach concerts.

		the agreement of the professional performer(s))		
Phase 1 Ongoing	Curricular Connection to Ed Outreach Concerts for Classroom Teachers	Using the model from professional organizations' educational outreach programs, create curricular connection study guides for classroom teachers to encourage promotion/attendance for Ed Outreach opportunities	VAPA TOSA, Hemet Concert Association, Classroom Teachers, Students	Classroom teachers will become active attendees with their students, utilizing given resources to connect to their curriculum.
Phase 1-2 Ongoing	Hemet Children's Choir (Parent Participation)	<p>Launch the Hemet Childrens' Choir for Elementary and Middle School students with a parent component, depending on interest.</p> <p>Multiple levels will be offered based on age and ability. Parents will be invited to participate at different preparation stages with logistics, as performers, and during events.</p>	VAPA TOSA, 1 Vocal Music Teacher, Students and Parents, Possibly ELOP funded	Students and parents will join the Hemet Children's Choir, regularly attending rehearsals, volunteer to assist with logistical components, and participate in performances, as appropriate.
Phase 1 Ongoing	Collaborative Arts Events	<p>Art Palazzo</p> <p>Using template of the Art Palazzo or other, create collaborative arts showcases and events at secondary sites</p> <p>Additional service component connection (Hemet Arts Care)</p>	VAPA TOSA, Site Arts Teachers, ROTC, MSJC, Site Administrators, Site Teachers, HVAA, HCA, Students and Parents	There will be an increase in sites offering collaborative arts showcases with strong student and staff participation.
Phase 1-2	Ramona Bowl Partnership	<p>4th Grade Ramona Pageant Bookmark Competition (Literacy and VA)</p> <p>Native American Dance artists and classes</p>	VAPA TOSA, Site Administrators, 4th Grade Teachers, Elementary Librarians, Ramona Bowl, Hemet Library, HVAA	<p>Students will demonstrate an understanding of the "Ramona" story through the completion of bookmarks.</p> <p>Students will participate in a Native American Dance component as part of their study for the Ramona Pageant.</p>

Phase 1-2 Ongoing	Mural Creation	Public Art: Mural wall paintings on school buildings or freestanding to celebrate specific cultural holidays and celebrations Supplies and opportunities created by sites during community events	VAPA TOSA, Visual Art Teachers, Site Administrators, Office Managers, HVAA	Parents and students may choose to participate in mural creation, showing their creativity, culture, and collaborative spirit.
Phase 1-2 Ongoing	Community Performance Opportunities Connected to Hemet Arts Care (Service)	Identify student performance opportunities within local community (Mall, Parks, Parades, Retirement/Nursing, Hospital) Service component (Hemet Arts Cares)	VAPA TOSA, VAPA Teachers, Parents, Local Agencies, Rotary Club	Students will receive and participate in options for Community, Action, Service through the arts. Students will submit proposals for service components through the arts.
Phase 1 Ongoing	Create an Arts NOW community-based forum	Create a group of stakeholders who will support community, parent, and school district partnerships and engagement through meetings, information sharing, and collaborative discussion. Internship and volunteer opportunities for our CTE Pathways students. GLADEO https://creativecareers.glad eo.org/	VAPA TOSA, Arts NOW lead, Local Arts Agencies, CTE Coordinator, Parents, Arts Teachers, Students	Opportunities and support will be available from sources in the greater Hemet community.

Goal 3.2 Develop a System of Communications to promote VAPA

Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1-2 Ongoing	Arts Newsletter	Create an Arts Newsletter - <i>Hemet Arts Now</i> -to share District Arts events, Arts opportunities for students (auditions, scholarships, competitions, RCOE announcements),	VAPA TOSA, All VAPA Teachers as contributors, Students, Parents (editorial and Op-Ed)	The link will be public and shared with our community. Contributions will be collected from a variety of sources and our community will use this as a resource for

		celebrations, highlights, and performance calendar/month. Student, parent, and teacher editorial and op-ed options.		Arts information and opportunities.
Phase 1 Ongoing	Social Media	Work with the Communications Department to include the arts in a more consistent way Instagram/ Facebook etc Highlight the success of students, teachers, and sites Share synopses of events with pictures and videos	VAPA TOSA, Communications Department, Videographer, VAPA Teachers	Information will be collected and forwarded to the District community to promote positive outcomes and mindset.
Phase 1 Ongoing	Arts Promo Videos	Work with the videographer and Communications Department to collect footage, pictures, interviews, and voiceovers to create individual subject and Arts promotional videos that highlight the positive experiences and curricular connections made.	VAPA TOSA, VAPA Teachers, Students, Parents, Local Arts Agencies, Various Administrators	At least one VAPA and one Arts subject area promotional video will be produced and shared with our District and Hemet community per year.
Phase 1-2 Ongoing	VAPA Website and Hemet Learns Together	Scope and Sequence California Arts Standards Arts Events Calendar Hemet Arts NOW Newsletter Arts Awards Highlights RCOE Opportunities Local Arts Opportunities Scholarship/Competition/ Competition information PD Opportunities and Required Training	VAPA TOSA, IT TOSA, IT Department, VAPA Teachers, Local Arts Agencies	We will have a site that is informational, updated, and utilized by our VAPA teachers and Hemet community as a resource for Arts information.
Phase 1 Ongoing	PLC Arts Meetings by Subject	At least 2 meetings per subject per year will be held in person Utilize the District collaboration days that are calendared and protected	VAPA TOSA, VAPA Teachers	Meetings will be calendared with shared topics, agendas, lead roles assigned. Teachers will have in person and online options for attendance.

		Job-alike sharing that is calendared with specific topics and presenters (forum)		
Goal 3.3 Develop clear budgets, including fund allocations for Prop 28 and Arts & Music Block Grant Funding				
Phase	Strategies	Actions	Person/Group Responsible	Measurable Outcome
Phase 1 Ongoing	Hire Arts staff, as needed, to support program growth and expansion (staffing increase)	Continue to analyze program effectiveness and teacher allocations for staffing and growth purposes	Director of Elementary Education, Director of Secondary Education, VAPA TOSA	Teachers will have assignments, providing equitable access to opportunities to students, that are within the parameters of the District guidelines.
Phase 1 Ongoing	Arts Field Trip Bus Budget for District Events	-Continue to provide a budget for Arts field trips that adequately supports enrichment and standards-based learning -Provide guidelines for the Arts field trips bus budget that clearly states supported events, reasoning, and purpose (LCAP Funding)	VAPA TOSA, Director of Elementary Education	District Arts events will be accessible to all Hemet Unified students through high levels of attendance and participation.
Phase 1 Ongoing	Develop a Phased Prop 28 Plan (see Goal 1.4)	-Plan suggestions are shared by Directors of Elementary and Secondary Education -Information about Prop 28 guidelines is shared with site administrators -Projected allocations are disseminated -Phases of rollout are decided -Course outlines (new courses) and job descriptions are created and approved -Courses are opened for population	Divisional Directors, VAPA TOSA, Site Administrators, Arts Teachers, Curriculum Committee, Board, Assistant Superintendent of Educational Services	Relevant programs are supported and created, based on the needs of the students, at various sites.
Phase 1 Ongoing	Professional Development Budget for Arts Teachers	PD budget for the Arts is established at the District level to support specific needs of Arts teachers	VAPA TOSA, Director of Elementary Education, Director of Secondary Education	Arts teachers will attend PD that is relevant to their identified needs.

Appendix A: HUSD Board Policy 6142.6 – Visual and Performing Arts Education

Hemet USD BP 6142.6 Instruction

Visual and Performing Arts Education

The Governing Board believes that visual and performing arts are essential to a well-rounded educational program and should be an integral part of the course of study offered to students at all grade levels. The district's arts education program shall be designed to foster students' artistic competencies, cultivate students' appreciation and understanding of the arts in ways that are enjoyable, fulfilling, and transferable to students' personal, academic, and professional endeavors, and support students to fully engage in lifelong arts learning.

The Board shall adopt academic standards for dance, media arts, music, theatre, and visual arts that lead to artistic literacy and promote access and equity in the arts. District standards shall describe the skills, knowledge, and abilities that students are expected to possess at each grade level and shall meet or exceed state standards.

The Superintendent or designee shall develop a sequential curriculum for dance, media arts, music, theatre, and visual arts which is consistent with the state curriculum framework and includes the following artistic processes:

1. **Creating:** conceiving and developing new artistic ideas and work
2. **Performing/producing/presenting:** realizing artistic ideas and work through interpretation and presentation
3. **Responding:** understanding and evaluating how the arts convey meaning
4. **Connecting:** relating artistic ideas and work with personal meaning and external content

The Board shall adopt standards-based instructional materials for visual and performing arts in accordance with applicable law, Board policy, and administrative regulation, which may incorporate a variety of media and technologies.

As appropriate, the Superintendent or designee shall provide a standards-based professional development program designed to increase teachers' knowledge of and ability to teach the arts and to implement the district's arts education program.

The Superintendent or designee shall encourage the integration of community arts resources into the educational program. Such resources may include opportunities for students to attend musical and theatrical performances, observe the works of accomplished artists, and work directly with artists-in-residence and volunteers. In addition, the Superintendent or designee may collaborate with community organizations to share resources and seek grant opportunities.

The Superintendent or designee shall regularly evaluate the implementation of district's arts education at each grade level and report to the Board regarding its effectiveness in enabling students to meet academic standards.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State	Description
Ed. Code 32060-32066	Toxic art supplies
Ed. Code 35330-35332	Field trips
Ed. Code 51210	Course of study for grades 1-6
Ed. Code 51220	Course of study for grades 7-12
Ed. Code 51225.3	High school graduation requirements
Ed. Code 58800-58805	Specialized secondary programs
Ed. Code 60200-60213	Instructional materials; elementary schools
Ed. Code 60400-60411	Instructional materials; high schools
Ed. Code 8950-8957	California summer school for the arts
Ed. Code 99200-99204	Subject matter projects

Management Resources	Description
California Alliance For Arts Education Publication	Parents' Guide to the Visual and Performing Arts in California Public Schools
California Department of Education Publication	California Arts Framework for Public Schools, Kindergarten through Grade Twelve
California Department of Education Publication	California Arts Standards for Public Schools, Prekindergarten through Grade Twelve, January 2019
Website	CSBA District and County Office of Education Legal Services
Website	The California Arts Project
Website	Arts Education Partnership
Website	California Alliance for Arts Education

Website	California Art Education Association
Website	California Arts Council
Website	California Association for Music Education
Website	California Dance Education Association
Website	California Department of Education, Visual and Performing Arts
Website	California Educational Theatre Association
Website	California Music Educators Association
Website	CSBA

Cross References

Code	Description
0440	District Technology Plan
0440	District Technology Plan
0500	Accountability
1230	School-Connected Organizations
1230	School-Connected Organizations
1240	Volunteer Assistance
1240	Volunteer Assistance
1260	Educational Foundation
1312.2	Complaints Concerning Instructional Materials
1312.2	Complaints Concerning Instructional Materials
1312.2-E PDF(1)	Complaints Concerning Instructional Materials
1700	Relations Between Private Industry And The Schools
3290	Gifts, Grants And Bequests

Code	Description
0440	<u>District Technology Plan</u>
0440	<u>District Technology Plan</u>
0500	<u>Accountability</u>
1230	<u>School-Connected Organizations</u>
1230	<u>School-Connected Organizations</u>
1240	<u>Volunteer Assistance</u>
1240	<u>Volunteer Assistance</u>
1260	<u>Educational Foundation</u>
4131	<u>Staff Development</u>
5113.11	<u>Attendance Supervision</u>
5148.2	<u>Before/After School Programs</u>
5148.2	<u>Before/After School Programs</u>
6011	<u>Academic Standards</u>
6020	<u>Parent Involvement</u>
6020	<u>Parent Involvement</u>
6141	<u>Curriculum Development And Evaluation</u>
6143	<u>Courses Of Study</u>
6143	<u>Courses Of Study</u>
6145.8	<u>Assemblies And Special Events</u>
6146.1	<u>High School Graduation Requirements</u>
6146.1	<u>High School Graduation Requirements</u>
6153	<u>School-Sponsored Trips</u>

Code	Description
0440	<u>District Technology Plan</u>
0440	<u>District Technology Plan</u>
0500	<u>Accountability</u>
1230	<u>School-Connected Organizations</u>
1230	<u>School-Connected Organizations</u>
1240	<u>Volunteer Assistance</u>
1240	<u>Volunteer Assistance</u>
1260	<u>Educational Foundation</u>
6153	<u>School-Sponsored Trips</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E PDF(1)	<u>Selection And Evaluation Of Instructional Materials</u>
6161.11	<u>Supplementary Instructional Materials</u>
6161.11-E PDF(1)	<u>Supplementary Instructional Materials</u>
6162.5	<u>Student Assessment</u>
6162.6	<u>Use Of Copyrighted Materials</u>
6162.6	<u>Use Of Copyrighted Materials</u>
6163.1	<u>Library Media Centers</u>
6172	<u>Gifted And Talented Student Program</u>
6172	<u>Gifted And Talented Student Program</u>
6179	<u>Supplemental Instruction</u>

Additional Resources

[Arts Education Funding Sources-CREATE CA](#) California County Superintendents Arts Initiative

[California Arts Standards Philosophical Foundation Lifelong Goals](#) California Department of Education, 2018

[Culturally and Linguistically Responsive Arts Teaching and Learning in Action](#) *Creativity at the Core* California County Superintendents Educational Services Association (CCSESA) Statewide Arts Initiative

[Culturally Responsive Teaching and the Arts](#) Institute for Arts Integration and STEAM

[Declaration of the Rights of All Students to Equity in Arts Education](#) Link to CREATE CA declaration of students' rights

[Global and Cultural Competency | International Affairs Office](#) International Affairs Office, US Department of Education 2018

[Impact of Arts Education on the CA Dashboard Indicators](#) Benefits of Arts Education for Specific Student Groups

[Module 12: Leadership in Arts Education](#) California County Superintendents Arts Initiative

[Parent Guide to Understanding the Visual and Performing Arts Standards](#) CREATE CA: California's Statewide Arts Education Coalition

[Parents' Guide to Arts Education in California Public Schools](#) CREATE CA: California's Statewide Arts Education Coalition

Real-world ARTS

[21st Century Skills in the Art Classroom](#) (Art of Education)

[Real-World Ways Art Can Impact Your Life](#) (Art of Education)