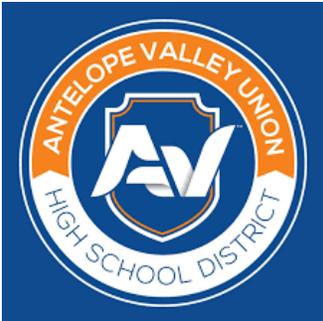


# Antelope Valley Union High School District



## Five-Year Strategic Arts Plan 2022-2027

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

## **Antelope Valley Union School District Mission/Vision**

Our mission is to provide a safe and secure learning environment that promotes a rigorous curriculum and enables our students to develop the necessary academic, technical, and work-related skills of the 21st century. Every student who graduates will be prepared to pursue college or any career to which he/she aspires.

## **Antelope Valley Union High School District Arts Education Background**

The Antelope Valley Union High School District has art programs at each of their eight comprehensive high schools, alternative schools and within the dependent charter, Academies of the Antelope Valley.

The district offers a wide range of art courses in dance, music, theater, visual and media arts, with the majority being in the visual arts areas. In addition, every school has courses within the performing arts specifically within the music and theater fields. Advanced Placement Art courses have seen growth throughout the district. Students have access to strong Career Technical Education within the Arts, Media and Entertainment Sector through pathways that integrate the arts and career preparation standards.

Certification in areas such as Adobe Suite are available for students. These pathways include programs in the arts that the high school district has maintained even through uncertainty of education budgets.

Currently, arts education has received a renewed focus due to the continued work and partnership with the LA Arts Education Collective, through federal, state and district funding. There has been an increase in the number of sections of courses in the arts, two new academies with a focus on the arts started in the fall of 2019 and school sites have been allocated funding for arts education.

In 2016 the Antelope Valley Union High School District became an *Arts Ed Collective* school district and engaged in a strategic planning process to develop their first five-year strategic arts plan (2016-2021). During the implementation of the district's first strategic plan, the Arts Steering Committee elected to adopt and revise the Declaration of the Rights of All Students to Equity in Arts Learning as a new arts policy statement for the district. The revised Equity Statement is listed below:



*The Declaration of the Rights of All Students to Equity in Arts Learning outlines each student’s right to have access to high-quality public arts education, regardless of their background, culture, language or geographic location.*

## **Resolution to Adopt the Declaration of Equity in Arts Learning**

WHEREAS, the Antelope Valley Union High School District recognizes and acknowledges that a quality arts education – which includes dance, music, theatre, and visual and media arts – is a core component of a comprehensive education for all students, 7-12, to prepare them for college, career and life.

WHEREAS, a quality arts education promotes critical thinking and problem-solving skills, which supports overall academic achievement in all core subjects and nurtures skills that help all students in the Antelope Valley Union High School District succeed in school and in life.

WHEREAS the Antelope Valley Union High School District recognizes that a quality arts education is an integral part of a multi-tiered system of support (MTSS) which includes academic, social-emotional learning, and behavioral development.

WHEREAS, we do adopt this declaration as follows:

### **Declaration of Equity in Arts Learning**

1. Students in the Antelope Valley Union High School District have access to participate and succeed in high-quality, sequential standards-based arts courses and integrated learning opportunities in all the arts disciplines as part of their basic education, regardless of their background, culture, language or place of residence.
2. Students have access to engage in arts education that reflects, respects and builds on their culture, language and background.
3. Students have access to the resources, supplies, spaces, qualified teachers, and professionals they need for success in arts education.
4. Engaging in the arts is valuable and important work for college, career, and life.

THEREFORE, BE IT RESOLVED, that the *Antelope Valley Union High School District* recognizes the impact that an arts curriculum has in the cognitive and social development of students and its role as an essential component of a comprehensive education;

THEREFORE, BE IT FURTHER RESOLVED, that the *Antelope Valley Union High School District* adopts this Declaration and supports the implementation of the goals and priorities articulated in the district-wide Arts Education Strategic Plan.

## Strategic Planning Executive Summary

In 2021, the district re-engaged in a strategic planning process to update and build a new vision and plan for arts education in the district.

October 2021 - March 2022, the district convened its Arts Steering Committee to develop the new five-year strategic arts plan. Through a consensus building process and building upon the achievements of the first plan, the following **new vision elements** were created to continue expanding the arts across the district.

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

- Sustainable, abundant resources and coordination
- Equitable access to arts disciplines (dance, visual arts, music, theatre and media arts)
- Artistically driven professional development and collaboration
- Top to bottom articulated and supported career pathways and academies
- Community and career-oriented partnerships
- Professional standard exhibitions and performances
- Expanded curriculum and articulation of arts courses
- Wellbeing and cultural understanding through the arts

**Phase I/Years 1-2 Implementation Plan  
2022-2024**

**Strategic Direction: Coordination, Funding, and Resources**

**GOAL: Expand district-level arts coordination**

<b>Actions</b>	<b>Tasks</b>
Expand the arts coordinator position: visual and performing	<p><b>2022-2023</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a job description to outline the responsibilities of two TSA positions</li> <li><input type="checkbox"/> Identify the funding source and present to the School Board for approval</li> </ul> <p><b>2023-2024</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Implement the two TSA arts coordination model</li> </ul>
Set up a communication system that shares information about arts programming happening at each school site (Ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Decide what the mechanism for communication will be</li> <li><input type="checkbox"/> Create a process for gathering information from each site</li> </ul>

**GOAL: Establish and grow facilities and resources across all sites**

<b>Actions</b>	<b>Tasks</b>
Implement a survey to assess the needs for facilities and resources	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create survey and disseminate</li> <li><input type="checkbox"/> Create a report of survey results</li> </ul>
Identify funding sources, including general bonds if necessary, to ensure equity of facilities and equipment among all sites (Ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Seek grants to support district arts needs</li> <li><input type="checkbox"/> Apply for the Advancement Grant</li> <li><input type="checkbox"/> Seek outside funding streams (aerospace, creative economy, etc..) and</li> <li><input type="checkbox"/> Create a list of potential funding options</li> </ul>

<b>GOAL: Create sustainable funding streams</b>	
<b>Actions</b>	<b>Tasks</b>
Identify and include funding and support staff for the arts in the LCAP (Ongoing)	<input type="checkbox"/> Identify how often the LCAP is updated and ensure that key arts priorities are included
Develop approximate budgets needed per arts discipline or course to build transparent and equitable distribution of resources (Ongoing)	<input type="checkbox"/> Meet with Department Chairs and site representative to do a needs assessment <input type="checkbox"/> Document the findings as an internal report

**Strategic Direction: Curriculum and Instruction, Professional Development, and Retention**

**GOAL: Sustain and implement focused arts professional development**

<b>Actions</b>	<b>Tasks</b>
Deliver on-going professional development for teachers (Ongoing)	<input type="checkbox"/> Use at least one full day for district level arts PD instead of campus level <input type="checkbox"/> Invite and engage administrators <input type="checkbox"/> Embed teacher collaboration time into PD offerings <input type="checkbox"/> Investigate discipline-specific PD opportunities for arts specialists

**GOAL: Provide equitable access to arts instruction**

<b>Actions</b>	<b>Tasks</b>
Adopt the Equity in the Arts Statement	<input type="checkbox"/> Review Equity Statement and set date to present to the School Board in 2022-2023
Honor the needs of ALL students when delivering arts instruction and courses (Ongoing)	<input type="checkbox"/> Investigate meeting with Teachers Union to discuss class sizes and potential for adding Teacher Aides to support special needs, IEPs, etc. <input type="checkbox"/> Advocate for providing a Teacher Aide when there are more than 10 students in a class with IEPs in one period

Improve methods of marketing course options (Ongoing)	<input type="checkbox"/> Seek additional ways to promote arts course offerings to existing arts classes every year <input type="checkbox"/> Potentially include teachers as part of promoting classes (e.g. Video Production classes could create promo videos for arts department and course offerings, etc.)
Review district-wide course offerings (2022-2023)	<input type="checkbox"/> Interpret course offerings and determine gaps <input type="checkbox"/> Based on report, add courses as needed

<b>GOAL: Expand and diversify curriculum and instruction offerings</b>	
<b>Actions</b>	<b>Tasks</b>
Research and survey student interest in current and additional arts options using Naviance and/or other district resources	<input type="checkbox"/> Create a report from data and share electives that show high demand and reflect student needs
Conduct Digital Portfolio reviews to show/provide a snapshot into arts curriculum per site and across the district	<input type="checkbox"/> Share curriculum plans publicly and with all teachers for transparent understanding of programming and instructional offerings <input type="checkbox"/> Expand portfolio assessments across all arts courses and or disciplines
Invite professional artists/musicians to lecture, to be artists in residence, or to share information on careers in the arts (Ongoing)	<input type="checkbox"/> Create a shared document bank that lists the names of vetted professional artists that can be shared across sites <input type="checkbox"/> Support sites with utilizing the bank as a resource for selecting artists
<b>GOAL: Create an annual wellbeing action plan</b>	
<b>Actions</b>	<b>Tasks</b>
Create a Creative Wellbeing subcommittee	<input type="checkbox"/> Recruit key individuals to be on committee (Counselors, SEL leads, etc.) <input type="checkbox"/> Define the purpose for having a district wellbeing plan <input type="checkbox"/> Set timeline and dates for developing the plan <input type="checkbox"/> Once plan is in place do an annual survey regarding the impact and progress of plan
Advocate for participating in the Arts Ed Collective Creative Wellbeing Program	<input type="checkbox"/> Reach out to Arts Ed Collective to see what is in place for the program in 2022-2023 <input type="checkbox"/> Decide which school site would participate

**Strategic Direction: Communication and Advocacy**

**GOAL: Create a system for informing counselors on various arts courses and opportunities for students**

Actions	Tasks
Establish a way for Department Chairs to meet with administrators to review, refresh and set the course offerings (Fall 2022 - ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Get approval and schedule meeting dates</li> <li><input type="checkbox"/> Review current course offering roster and make update suggestions</li> </ul>
Meet with head counselors to review and discuss best ways to distribute arts department course sequencing (Ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Calendar dates and agenda</li> <li><input type="checkbox"/> Investigate how counselors disseminate information</li> <li><input type="checkbox"/> Create a way to communicate course sequences</li> </ul>

**GOAL: Promote and showcase student artistic achievements**

Actions	Tasks
Continue to implement the district-wide arts showcase (Ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Update or continue to implement past protocols for executing the showcase</li> <li><input type="checkbox"/> Ensure all communication mechanisms are in place</li> </ul>
Promote and continue site showcases (Ongoing)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Follow systems and protocols for implementing</li> <li><input type="checkbox"/> Encourage parent involvement</li> </ul>
Create a link that connects with the City, MOAH and Antelope Valley Fairgrounds websites for showcases	<ul style="list-style-type: none"> <li><input type="checkbox"/> Find out what the best avenue will be for executing this action</li> <li><input type="checkbox"/> Build relationships with the listed partners to establish a communications point person</li> </ul>

**Phase II/Years 3-5 Implementation Plan  
2024-2027**

**Strategic Direction: Coordination, Funding, and Resources**

**GOAL: Expand district level arts coordination**

Actions	Tasks
Deepen communication with feeder schools to support program sustainability and growth, along with ensuring alignment and recruitment needs	<ul style="list-style-type: none"> <li><input type="checkbox"/> Create a system for communicating and collecting data on what’s needed</li> <li><input type="checkbox"/> Reach out to feeder schools to gather information on existing arts programs</li> <li><input type="checkbox"/> Compile information gathered</li> </ul>

**GOAL: Establish and grow facilities and resources across all sites**

Actions	Tasks
Based on Phase I survey, create line item in district level or school site budget to address equipment, instrument & facility maintenance (2024-2025)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Department Chairs meet with Principals to discuss budget needs</li> </ul>
Based on Phase I survey: advocate for all schools to have spaces & equipment for performing arts (2025-2027)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Department Chairs meet with Principals to discuss budget needs</li> <li><input type="checkbox"/> Identify what spaces exist within the community that can be utilized as performance spaces (colleges, arts partners, halls, community centers, etc.)</li> <li><input type="checkbox"/> Explore where spaces can be added to campuses and within the district</li> </ul>

**GOAL: Create sustainable funding streams**

Actions	Tasks
Generate sustainable budgets for each arts discipline (Budget Report)	<ul style="list-style-type: none"> <li><input type="checkbox"/> Based on report make sure that each site and discipline has what it needs to fiscally support implementation</li> </ul>

**Strategic Direction: Curriculum and Instruction, Professional Development, and Retention**

**GOAL: Sustain and implement focused arts professional development**

Actions	Tasks
Arts professional development for administrators and counselors	<input type="checkbox"/> Develop PD focus and schedule date(s) <input type="checkbox"/> Create a survey for post PD feedback

**GOAL: Provide equitable access to arts instruction**

Actions	Tasks
Offer workshops or extended learning opportunities outside of school day to provide expanded access to the arts	<input type="checkbox"/> Research what courses are already offered outside of the school day (CTE, Pathways, and Arts) <input type="checkbox"/> Decide what courses work, extended learning and workshops work best <input type="checkbox"/> Identify who will teach or offer these opportunities outside of school day
Conduct annual data collection on course offerings and student access to ensure equity goals are being met	<input type="checkbox"/> Create a survey to be disseminated at all sites to assess whether the equity statement is being maintained <input type="checkbox"/> Arts coordinator to follow up with sites in order to address needs and gaps

**GOAL: Expand and diversify curriculum and instruction offerings**

Actions	Tasks
Implement entrepreneurial arts experiences in the various disciplines and genres	<input type="checkbox"/> Conduct portfolio reviews <input type="checkbox"/> Identify art galleries where student artwork can be displayed, auctioned or sold <input type="checkbox"/> Create a system for how the community can gain access to bid on and purchase student art work
Create a Summer Arts Program to keep students engaged in school and accessing the arts over the summer	<input type="checkbox"/> Collect survey data/interest in summer arts courses to meet the demand at individual school sites <input type="checkbox"/> Design summer program, earmark funding and recruit teachers based on program design
Begin offering the arts at the AVUHSD middle school	<input type="checkbox"/> Assess the need for instructors and explore the existing MS structures and how and where the arts can be incorporated <input type="checkbox"/> Design the best delivery system and selection of arts courses for serving middle school students

<b>GOAL: Create annual site-based wellbeing action plan</b>	
<b>Actions</b>	<b>Tasks</b>
Begin implementing the site based Wellbeing Plan	<input type="checkbox"/> Pilot plan at a designated school site <input type="checkbox"/> Track progress of implementing the plan
<b>Strategic Direction: Communication and Advocacy</b>	
<b>GOAL: Create a system for informing counselors about the various arts courses and opportunities for students</b>	
<b>Actions</b>	<b>Tasks</b>
Create opportunities to showcase classes for incoming freshman	<input type="checkbox"/> Build and establish a relationship with MS arts teachers <input type="checkbox"/> Invite MS students to campuses to visit arts classes and tour the schools <input type="checkbox"/> Display samples of student work when MS students visit <input type="checkbox"/> Create promotional video
Create a list of post secondary options for arts students	<input type="checkbox"/> Share with Department Chairs <input type="checkbox"/> Build and share a resource bank of arts careers, scholarships, colleges and schools
<b>GOAL: Promote and showcase student artistic achievements</b>	
<b>Actions</b>	<b>Tasks</b>
Promote students who get arts scholarships (through arts newsletter, ASB, etc.)	<input type="checkbox"/> Record arts scholarships received and identify where to post publicly
Find opportunities to showcase student work in the arts throughout the community	<input type="checkbox"/> Identify local venues to display student work (e.g - middle schools, community centers, businesses, galleries, etc.)
Create page about AVUHSD arts on the district website	<input type="checkbox"/> Revitalize, expand and update current arts information <input type="checkbox"/> Assess what content should be added <input type="checkbox"/> Update arts information on school websites

## **Antelope Valley Union School District Arts Steering Committee**

Betsy McKinstry, Director of CTE  
Amy Bodnar, Curriculum Coordinator  
Evelyn Rivas, District Lead Art Teacher  
Daniel Phelan, Teacher  
Duane Roberson, Teacher  
James Flores, Teacher  
John Crocker, Teacher  
Joshua Patterson, Teacher  
Lindsey Pruitt, Teacher  
Lynn Murphy, Teacher  
M. Watton, Teacher  
Ngoc Vu, Teacher  
Norman Schmidtberger, Teacher  
Thomas Hixon, Teacher  
Tyrone Devoe, Teacher

Kimberleigh Aarn, Arts Ed Collective Coach