

MASTER PLAN **2023-2028**



Empowering Every Child
in Hayward Through the Arts





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District VAPA Leads

Mr. Geoff Landreau, *Teacher on Special Assignment*

Ms. Mina Mangewala, *Teacher on Special Assignment*

Ms. Marisol Pastor-Cabrera, *Teacher on Special Assignment*

Ms. Heather R. Figueroa, *Music Coordinator*

Mr. Tanvir Dhillon, *VAPA, GATE and STEAM Administrator*

Visual and Performing Arts Community Arts Team Members Committee Members

Beth Albertson, *Teacher, Tennyson High School*

Marie Butler, *Art Teacher, Mount Eden*

Martin Canizales Cobos, *World Language Spanish Teacher, Mt. Eden*

Julianne Clark, *Art Teacher, Tennyson High School*

Minami Cohen, *Elementary Music Prep, Vocal Teacher, Hayward High*

Kristen Eng Popper, *Teacher on Special Assignment, GATE*

Carrie King, *Art Teacher, Mount Eden*

Tara Miller, *Art Teacher, Hayward High School*

Deborah Murayama, *Elementary Music Prep Teacher*

Lynette Nielsen, *SEI Teacher, Eden Gardens Elementary*

Karla Parada Figueroa, *Art Student, Mount Eden High School*

Heather Parcher, *Teacher on Special Assignment, Elementary Technology*

Sonia Peugeot, *Dual Language Immersion Teacher, Burbank*

Colleen Reardon-Jackson, *Physical Education Teacher, Chavez Middle School*

Alice Rice, *Arts Supervisor, Hayward Area Parks and Recreation District*

Abigail Sonza, *Art Student, Mount Eden*

Winda Shimizu, *Executive Director, Hayward Arts Council*

Heather Reyes, *Parent, COST Specialists, Tyrell*

Olivia Schweizer, *Bilingual Teacher, Park Elementary*

Lisa Springer, *SEI Teacher, Fairview Elementary*

Celena Turney, *Arts Education Consultant, Creative Capacity Builders*

Melanie Work, *Middle School Vocal and Instrumental Teacher, Winton*

Heidi Yount, *Art Prep Teacher, Park Elementary*

Mhylet Zataray, *SEI Teacher, Lorin Eden Elementary*

Project Background and Planning Process

The Hayward Unified School District has a long history of supporting the visual and performing arts within PK-12 education and has fostered award winning music programs at the secondary level. Since 2014, the Arts have been a focal area and supported in many ways through LCAP funding, Measure A, school site grants and site funds and community funding support. With the backing of our Board of Education, staff and community, HUSD continues to build on existing arts education programs.

In March 2017, HUSD developed a 5 year, district-wide strategic plan for the visual and performing arts focused on building quality, baseline programming and standards based arts instruction for all students TK-12. The plan was formally adopted by the Board of Education in 2018. As a continuation of the initial plan, this new five year plan includes areas not addressed, and those that were in the plan but were interrupted by the COVID-19 global pandemic. This new plan focuses on sustainability and culturally responsive standards based content.

Hayward Unified School District Mission and Vision Statements

The mission of the Hayward Unified School District is to promote educational excellence by empowering students to become dynamic leaders in a global society.

Students will be prepared, challenged, and motivated in a 21st Century Learning environment that develops the physical, intellectual, and emotional success of all learners.



Executive Summary

The Hayward Unified School District Visual and Performing Arts Master Plan (VAPA) provides specific actions to improve, expand, and strategically coordinate visual and performing arts education across the District. The VAPA Master Plan is our framework for establishing a rigorous, culturally responsive, standards-based arts education program that includes access for every student. VAPA refers to the many visual and performing arts that are vital to full development of the individual. These areas include:

- **Performing Arts:** dance, theater, speech, poetry, spoken word
- **Music:** choirs, show choir, elementary vocal music, elementary instrumental music, orchestra, bands and ensembles
- **Visual Arts:** drawing, painting, sculpture, ceramics, photography, and related disciplines (e.g., art history);
- **Media Arts:** 3D printing, graphic design, sound engineering

In order to be successful citizens, our students need to be equipped with 21st Century skills. A high quality arts education program stimulates innovation, creativity, and critical thinking—all essential skills in our world today and tomorrow. The VAPA Master Plan details how the arts will be integrated into existing curriculum and infrastructure, preschool through twelfth grade. The plan creates structures and opportunities for all students to participate in standards-based arts classes in various arts disciplines while creating structures, support for arts integration and developing VAPA specific assessments. Professional learning for educators in art content areas and arts integration strategies are included in the VAPA Master Plan in order to maintain a high level of teacher expertise and student engagement. The plan includes structures for creating sustainability through community partnerships, budgetary considerations and oversight, and planning for new funding.

Key recommendations include:

1. Continue to build the infrastructure, including space and facilities needed for implementing learning opportunities from the VAPA Education Master Plan.
2. Analyze current arts education course scheduling, course offerings and enrollment to build future access for students.
3. Design professional learning for Visual and Performing Arts teachers that supports culturally responsive instructional strategies and implements equitable VAPA specific assessment practices.
4. Establish a professional learning community and sessions for educators at all grade levels.
5. Ensure adequate leadership and staff to support the expanded programming for both Visual and Performing Arts and the new district Performing Arts Center
6. Ensure knowledge and oversight of funding sources, including grants, measures and propositions

7. Partner with families, community and staff to communicate the value of VAPA experiences for all students and make connections to students' future college and career opportunities.
8. Continue to build local community partnerships and develop a coordinated plan for making arts learning visible.

Ongoing Support:

Hayward Unified School District, in partnership with CREATE CA, has established an Arts Now Community with the Hayward Arts Council. This partnership supports the district in the development and implementation of our VAPA Master Plan. The Alameda County Office of Education also continues to support the work of the Visual and Performing Arts Master Plan.

Why VAPA?

One targeted way the district is moving forward to achieve the HUSD mission is through the focus on the Arts. Data collected over the last few decades shows that students who are involved in the arts benefited greatly in academics, socio-emotional learning and in behavior. Academically, students show increased achievement and proficiency in math, reading and cognitive development, increase in SAT scores, improved abilities to reason, hypothesize and describe, and an increased college-career readiness skills.¹ The arts have a positive impact on student behavior and school climate. Students in the arts show improved understanding of relationships and complex emotional issues, a greater capacity for positive self expression, social tolerance, self-confidence, fewer suspensions and disciplinary actions, improved attendance, deeper connection to school and community and increased family involvement². Arts learning supports social and emotional competencies through engaging students in deep, meaningful ways. Involvement in the arts builds confidence, deepens positive relationships with peers and adults. Students engaged in the arts feel comfortable taking productive risks, opening up to expose their own vulnerabilities, and being challenged. They also display increased empathy and increased critical thinking skills³. Data shows that students who come from low Socioeconomic backgrounds and are involved in the arts benefit through having higher occupational aspirations and are more likely to enroll in a four year college or university. Students also show increased civic engagement, higher grade point averages and are more likely to graduate. Involvement in the arts aids in closing equity gaps⁴.

Introduction

The HUSD VAPA Master Plan continues to be organized around the three Strategic Directions of successful arts plans as defined by Create CA: Infrastructure, Sustainability, and Content. Within each of the areas, goals and tasks are indicated, making the plan components visible to the community. The plan is focused on creating sustainable infrastructure, aligning programming across schools, and working with community partners and teaching artists. Key strategies include working with teachers to

¹ Guggenheim Study Suggests Arts Education Benefits Literacy Skills

² Arts Education Makes a Difference in Missouri Schools

³ Art & SEL: How (and why) this pair really works

⁴ The Arts and Achievement in At Risk Youth

develop a sequential curriculum aligned to the CA Standards for the Arts and the use of data to inform arts programming. Additionally, HUSD will galvanize the Hayward community around arts and creativity, growing more meaningful partnerships with community-based organizations, city agencies, and families to provide students with meaningful arts experiences.

In planning for the next phase of the VAPA Master Plan, it was important to include the voice and input of all of the members of the Hayward Unified community. Community members articulated their ideas and brought forward the need to provide more arts opportunities to historically marginalized students. In doing so, the committee ensured that the plan includes more equitable and accessible arts education. HUSD has also committed to bringing the arts to all students by adopting the Declaration of the Rights of All Students to Equity in Arts Learning in 2021. By adopting this Declaration HUSD demonstrates their commitment to “high quality equitable arts education for all students, regardless of their background, culture, language or geographic location.” The 2023-2028 VAPA Master Plan ensures that all HUSD will have these opportunities.

INFRASTRUCTURE

FUNDING, FACILITIES & EQUIPMENT, PARTNERSHIPS & COLLABORATIONS, PROGRAM

ADMINISTRATION & PERSONNEL
IDENTIFYING AND SUPPORTING ARTS PROGRAMMING
ESTABLISHING ARTS-DRIVEN SCHEDULING

INTEGRATING ARTS EDUCATION WITH COLLEGE AND CAREER PREPARATION

SUSTAINABILITY

LEADERSHIP, COMMUNICATION, ADVOCACY, PROGRAM EVALUATION

SCHOOL/DISTRICT/STATE POLICY
DEVELOPING ARTS LEADERSHIP
DEVELOPING ARTS LEADERSHIP

COMMUNICATING THE IMPORTANCE OF THE ARTS TO ALL STAKEHOLDERS

FUNDING AND FINANCIAL OVERSIGHT
BUILDING SUSTAINABILITY FOR DISTRICT ARTS PROGRAMMING

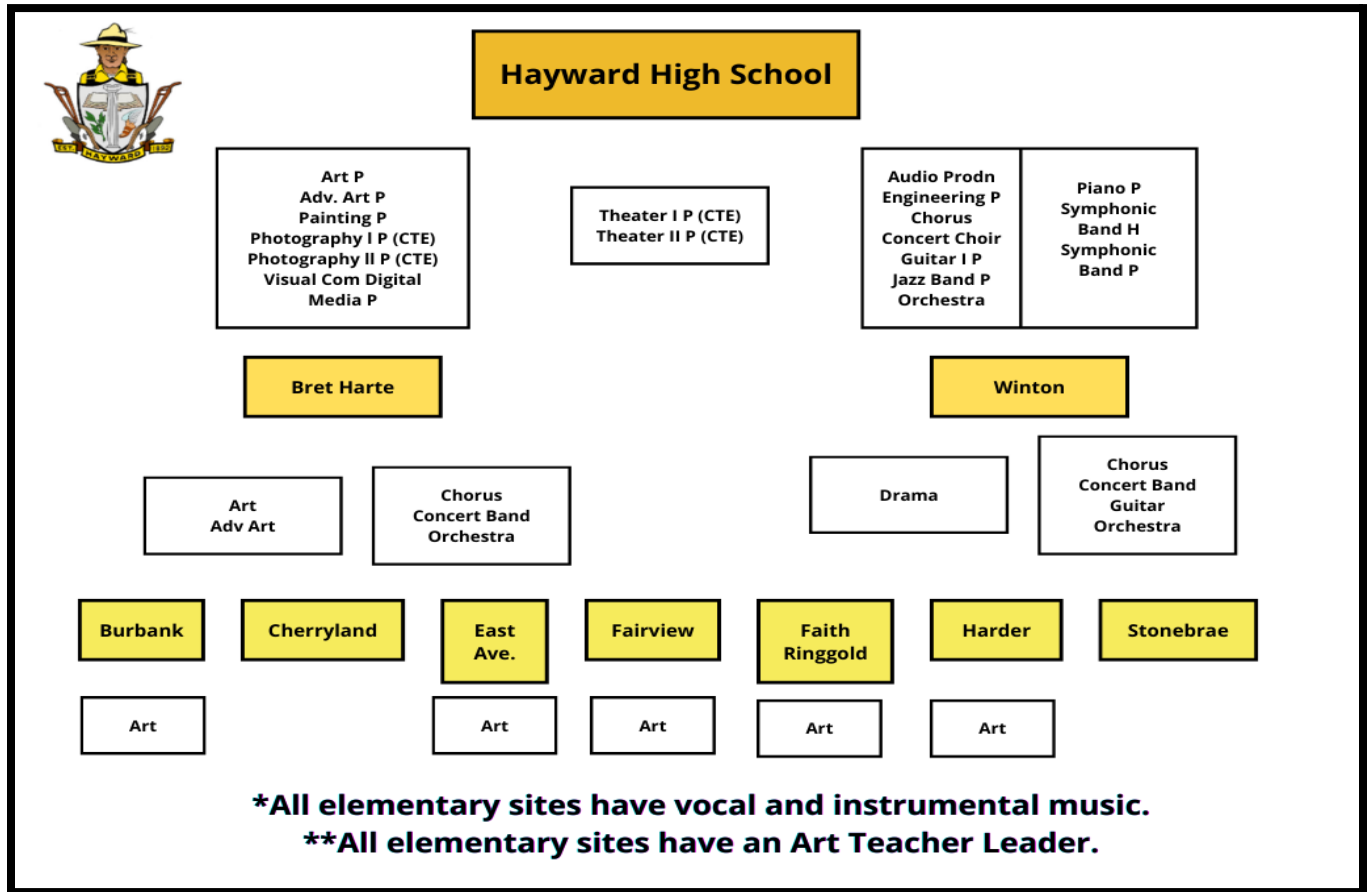
CONTENT

STANDARDS-BASED CURRICULUM, INSTRUCTION & METHODOLOGY,
STUDENT ASSESSMENT

PROFESSIONAL DEVELOPMENT
EXPANDING ARTS CURRICULUM K-12

Equity and Access

HUSD VAPA Programming Options by Feeder Pattern





Mount Eden High School

A Cappella Choir P
Chamber Strings H
Concert Choir P
Guitar I P
Jazz Band H
Jazz Band P

Orchestra P
Orchestra H
Piano H
Piano P
Show Choir
Symphonic Band H
Symphonic Band P
Wind Ensemble H
Wind Ensemble P

Theater I P
Theater II P

Adv Dance P
Dance Production H

3D Design P
Adv 3D Design P
Adv 3D Design H
AP Studio Art: 3D
Design
AP Studio Art:
Drawing

Art P
Adv. Art P
Art Exploration
Ceramics P
Adv Ceramics P
Digital Media P
Jewelry P

Adv Jewelry P
Photography I P
(CTE)
Photography II P
(CTE)
Technology
Based Textiles P

Martin Luther King, Jr.

Ochoa

Art

Chorus
Concert Band
Orchestra

Art

Drama

Chorus
Concert Band
Guitar
Orchestra

Eden Gardens

Longwood

Lorin Eden

Palma Ceia

Park

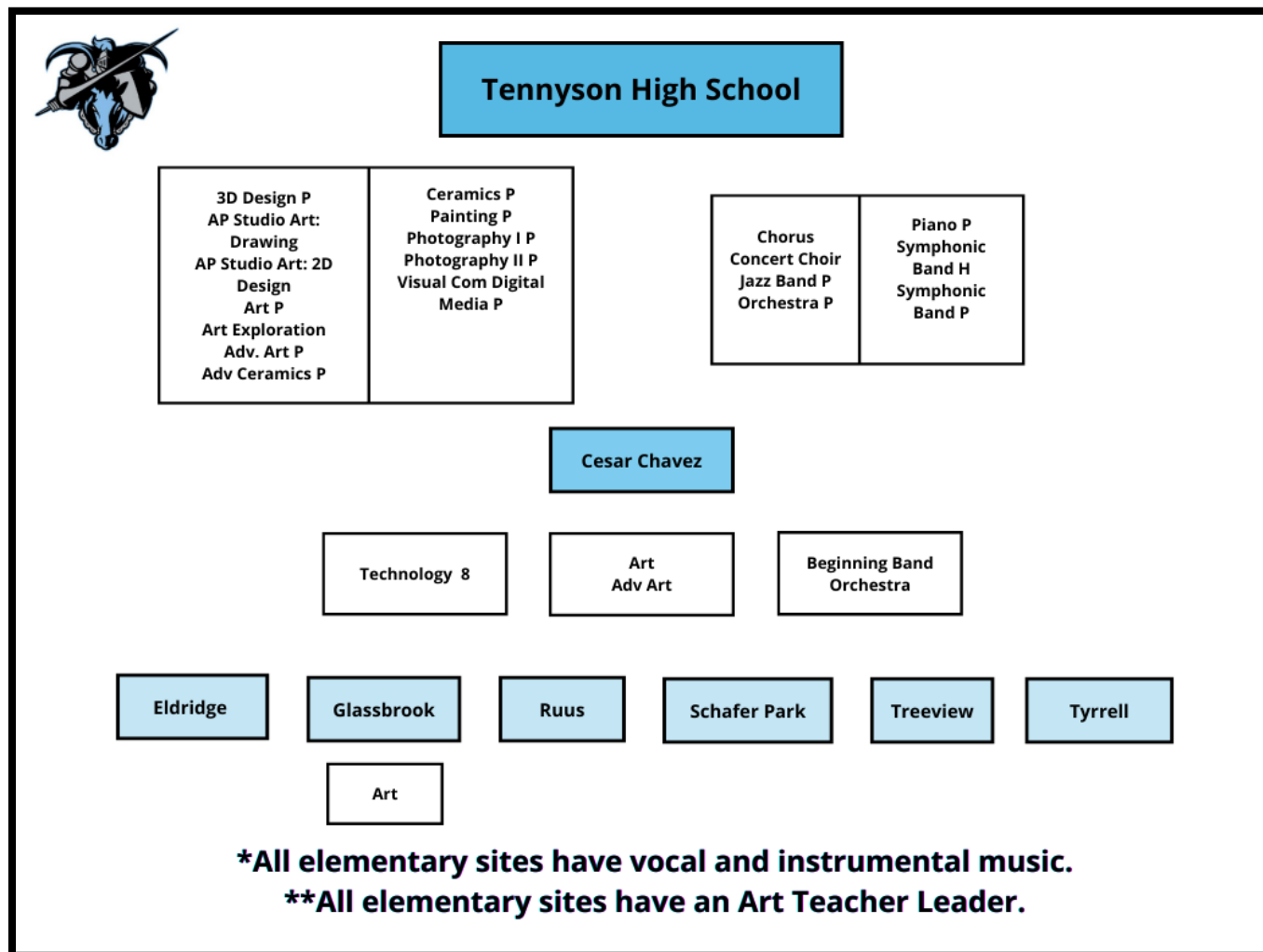
Southgate

Art

Art

***All elementary sites have vocal and instrumental music.**

****All elementary sites have an Art Teacher Leader.**



Board Policy

The feeder pattern shows not all programs are offered as a student progresses from their home school. Because of this, any student is able to utilize the Specialized Educational Program criteria for a student transfer if the student's assigned school does not offer the VAPA program of interest to the student. The feeder pattern visuals show the VAPA pathways students may follow as they articulate from first grade to twelfth grade in Hayward Unified to develop and cultivate their arts experiences.



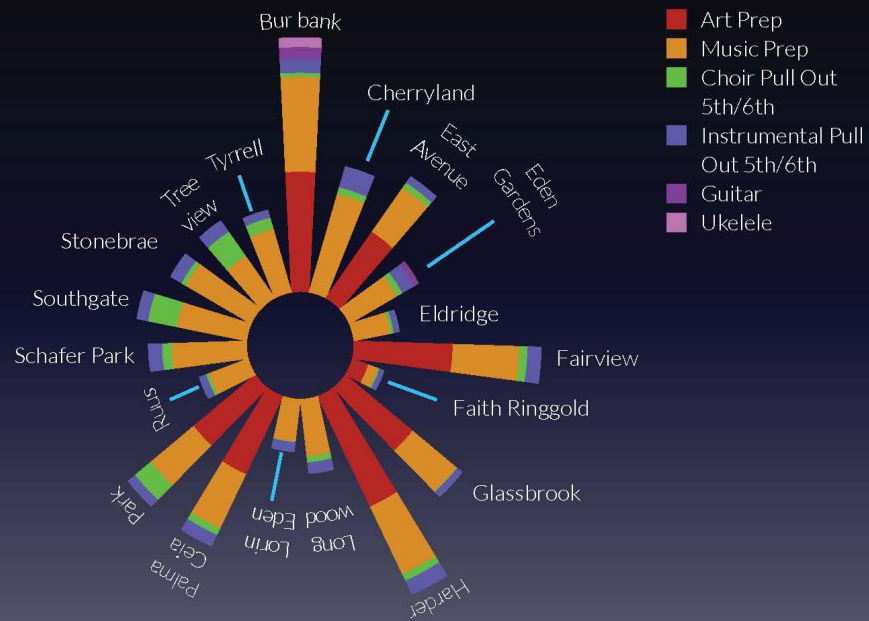
Music Specific Pathway Options by Grade Spans

	Band	Choir	Orchestra
Elementary	Music Prep (1st-4th) Beginning Band (5th) Intm. Band (6th)	Vocal Music (1st-4th) Choir (5th-6th)	Music Prep (1st-4th) Beginning Strings (5th) Intm. Strings (6th)
Middle School	Concert Band Guitar	Concert Choir	Orchestra Guitar
High School	Beg. Instruments Concert Band Jazz Band Jazz Band Honors Adv. Jazz Band Piano Piano Honors Symphonic Band Symphonic Band Hon Wind Ensemble Wind Ensemble Hon	A Capella Choir <ul style="list-style-type: none"> • Co-Ed • Treble • Bass Concert Choir Show Choir	Beg. Instruments Chamber Strings H Orchestra Orchestra Hon Piano Piano Hon

VAPA Course Offerings at HUSD

Elementary Site VAPA Course Offerings

Relative to Student Population



Dance, Media Art, Theater and Dance are not represented in any elementary site



VAPA Programs Enrollment Data

Secondary Student Demographic Identifier Comparison of VAPA Enrollment vs General HUSD Enrollment

	SY 2019 - 20		SY 2020 - 21		SY 2021 - 22	
Demographic Identifier	VAPA	HUSD	VAPA	HUSD	VAPA	HUSD
American Indian	0.22%	0.24%	0.25%	0.21%	0.2%	0.2%
Asian	18.10%	15.91%	18.37%	15.71%	19.1%	15.5%
Black or AA	9.54%	9.06%	8.86%	8.71%	8.2%	8.1%
Hispanic	61.55%	64.87%	61.83%	65.83%	59.6%	62.5%
Unidentified	0.03%	0.13%	0.06%	0.09%	0.1%	0.1%
Other Pacific Islander	3.89%	3.34%	3.39%	3.29%	3.3%	3.2%
Two or More Races	2.72%	2.65%	2.36%	2.63%	3.9%	4.0%
White	3.95%	3.81%	4.88%	3.54%	4.5%	3.7%
SPED	11.64%	10.89%	10.16%	11.87%	10.2%	12.1%
ELL	15.97%	18.78%	20.70%	20.42%	24.5%	30.3%

Current VAPA Strengths and Challenges

District VAPA Strengths

Infrastructure

- Art Teacher Leaders at the Elementary level
- Hayward USD partnership with the Alameda County Office of Education (ACOE)
- Visual and Performing Art Teachers on Special Assignment (TOSA)-1.4 FTE allocation between two teacher leads and one VAPA TOSA
- Music Coordinator-1.0 FTE and a VAPA/STEAM/GATE Administrator-1.0 FTE
- Facility improvements with classroom refresh projects, (stages, audio, etc)

Sustainability

- Committed leadership including Board of Education, Superintendent and City Leaders
- Passionate, dedicated teachers and counselors and staff
- Supportive and engaged local community (Hayward Arts Council, Sun Gallery, ACOE)
- Dedicated arts funding, including ongoing grants, Measure A, and Proposition 28
- Centralized VAPA ordering team
- Ongoing materials and supplies replenishment

Content

- District Board of Education adopted CA Arts Standards and VAPA Plan
- District-wide Art and Music showcases
- Arts and art integration professional learning for elementary art leaders
- “Art is Education” annual elementary teacher professional learning, secondary school art teachers as the instructors
- Elementary Art at Harder, Burbank (TurnAround Arts), East Avenue, Fairview, Glassbrook, Park, Faith Ringgold, Palma Ceia,
- District-wide LCAP resources for professional learning and materials
- Vertical articulation for music programming
- Music teaching Scope and Sequence in 1st through 4th grades
- Secondary music students actively involved in adjudicated festivals and competitions
- CREATE! Arts Integration Professional Development for secondary educators



District VAPA Challenges

Infrastructure

- Inconsistent site facilities and space for arts programs
- Inconsistent programming support for VAPA classes
- Schedules restrict arts participation based on college preparation and intervention requirements
- Schedules allow limited access for students in English Learners and Students with IEPs
- Minimal access to course offerings at the Middle School level
- Inequity in arts exposure based on competing site priorities
- Student course requests are not being honored at school sites

Sustainability

- Lack sufficient leadership for the district arts programming
- Minimal knowledge of VAPA funding and oversight of funding sources for VAPA
- Little known value of the arts, and mindset of parents, administrators, teachers, counselors
- Lack of articulation of career pathway for the arts
- Minimal opportunities for secondary teachers professional learning opportunities

Content

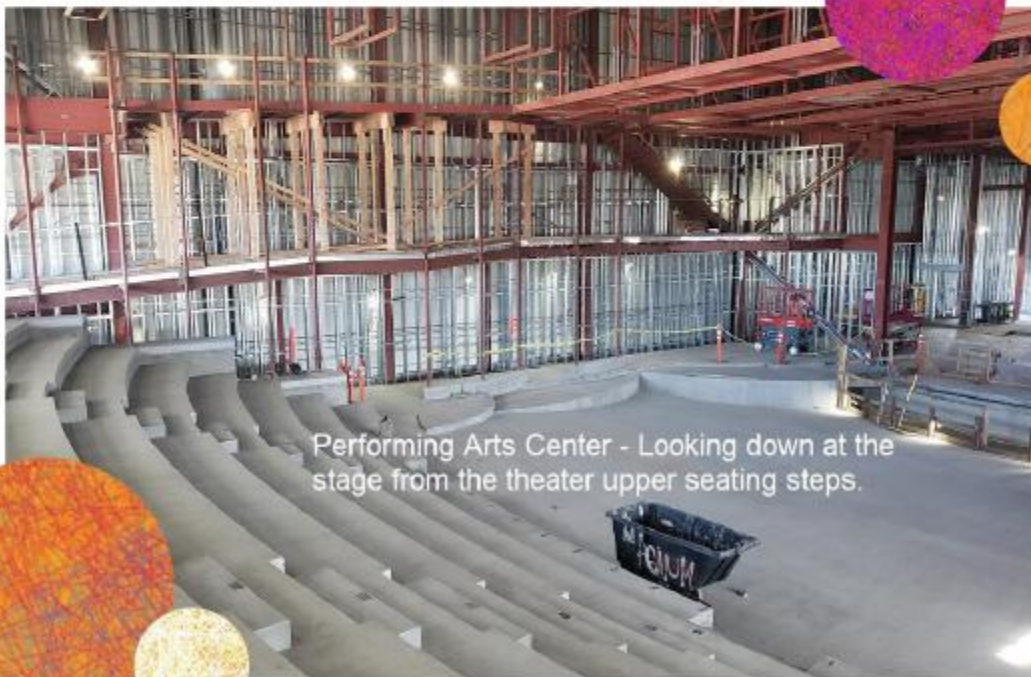
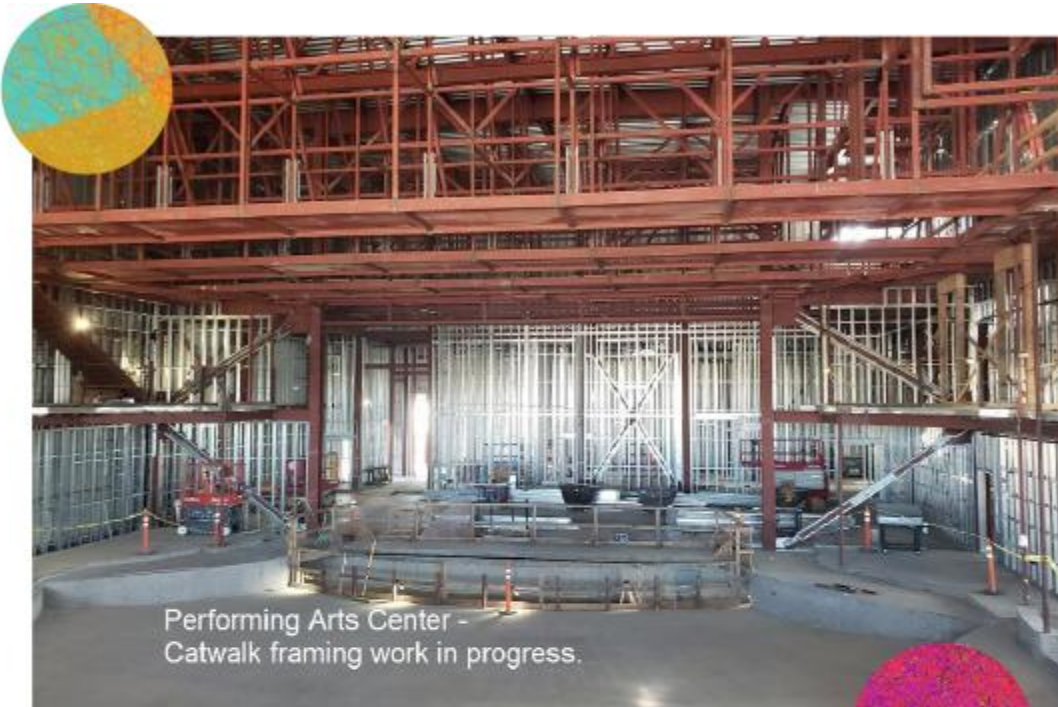
- Lack of consistent implementation of culturally responsive instructional practices
- Limited understanding of the importance of the integration of the arts in content areas
- Minimal knowledge of best practices for VAPA specific assessments, feedback and grading
- Limited use of the arts as a way of engaging multiple intelligences and learning styles

HUSD Performing Arts Center

One integral aspect of our coming years in the VAPA Master Plan is the opening of the Hayward Unified School District Performing Arts Center (PAC). The PAC building will be located on the west side of Hayward, on the MEHS campus on Panoma Street. This state of the art structure hosts amenities that will bring VAPA in HUSD into the 21st century. The new building will be equipped with a cyclorama backdrop, state of the art lighting and sound, a black box theater, community room and support spaces. The PAC will have a main theater audience seating capacity of 500. This performance space will not only be an opportunity for our students to showcase their talents and learning in a space that they can feel proud of, but will also be a way for our community to engage in our VAPA programming.

The PAC will be staffed with a Performing Arts Coordinator or like position (pending job description approval) to cover the oversight and manage the use and maintenance of the Performing Arts Center. The position will manage and coordinate the HUSD community use including contracts and facilities use and commercial and non-profit rentals. The position will; assist in marketing and coordinating the

use of performance facilities for internal and external users, advise Facilities Maintenance and Operations (FMOT) and other district departments regarding rental permits and staffing for venues, develop schedules and review and supervise the work activities of assigned staff. The PAC will be open to all HUSD students, and is slated to open in the beginning of 2024.



Year One at a Glance

2023 - 2024

Infrastructure

- Identify, Allocate, and prepare facilities and resources for Arts Education
- Modify Middle and High School master schedules to allow more students to take VAPA courses
- Bring counselors, site administrators, College Readiness teachers to planning table

Sustainability

- Funding and financial oversight
- Recruit and retain highly qualified staffing and volunteers to lead and support VAPA programming

Content

- Include integrated Arts Education in all elementary schools
- Develop and Implement vertical alignment in curriculum from UPK-12

Beginning in 2023, the updated plan will build upon the foundations of a successful Visual and Performing Arts plan that were established in the previous five years. Counselors, administrators, VAPA teachers, and community members will be brought together to build systems of support and implementation of the plan. This year, a baseline needs list for materials, supplies, and facilities will be established in each VAPA content area. The work of the Schedule Model Committee will resume in order to evaluate potential schedule shifts that will result in more VAPA course opportunities for secondary students.

During this year, oversight committees will be formed to support the expenditure of the new and previously established funding sources that apply to VAPA programming. The VAPA administration team and support team will shift and expand to better meet the programmatic needs in HUSD. We will evaluate various administrative models, select the one that best fits our needs and develop applicable job descriptions.

Content is a priority focus in the first year of the VAPA Master Plan. We will establish cohesive, Integrated Arts programming in all elementary schools. Content specific, culturally responsive, CA Arts Standards based Scope and Sequences will be developed. Consistent, articulated collaboration opportunities will be crafted in order to develop a deeper understanding of curriculum, standards, grade level and content area expectations.

Year One Goals and Actions: Infrastructure, Sustainability, Content

Focus Area: Infrastructure — Identifying and Supporting Arts Programming					
Goal 1: Identify, Allocate, and Prepare Facilities and Resources for Arts Education					
First Year Actions and Impact	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Persons Responsible
<p>1.1 Identify minimum requirements for each art space; visual, music, dance, 3D, media, theater</p> <p>Impact: Equitable and adequate arts spaces are accessible across the district</p>	<ul style="list-style-type: none"> Create an inventory document of all arts teaching spaces for all sites (minimum, adequate, maximum) UPK-12 	<ul style="list-style-type: none"> Match facilities needs to content being taught with particular attention to middle school sites 	<ul style="list-style-type: none"> Identify dedicated VAPA spaces at all sites (specific spaces for visual and performing arts) 	<ul style="list-style-type: none"> Conduct inventory and share results 	<ul style="list-style-type: none"> VAPA Teachers VAPA TOSAs VAPA Administrators

Focus Area: Infrastructure – Establishing a Master Schedule for HS/MS that embeds DEI into student access to electives.					
Goal 2: Modify Middle and High School Master Schedules to allow more students to take VAPA courses					
First Year Actions and Impacts	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Persons Responsible
<p>2.1 Assess student need and scheduling gaps for VAPA courses (conflicts/trends)</p> <p>Impact: More students will have access to enroll in VAPA courses. More opportunities for all MS and HS students to take VAPA courses. Multiple access points at MS and HS</p>	<ul style="list-style-type: none"> Hire facilitator for schedule model committee Establish a schedule assessment committee Examine current VAPA electives and enrollment by site and grade level Communicate Scheduling plans with labor partners 	<ul style="list-style-type: none"> Create and administer a student survey to assess needs Examine and evaluate current school bell schedule by site and grade level Research and investigate MS/HS bell schedules in other districts that have strong VAPA course offerings 	<ul style="list-style-type: none"> Compile student survey results Data analysis of # of student elective options (not including repeat courses) Study the minutes from the Schedule Model Committee (2021-2022) 	<ul style="list-style-type: none"> Reconvene the schedule model committee Select a new MS/HS schedule that will allow AVID/PUENTE, Special Education, Multilingual students, and students who are required to take intervention and credit recovery to have access to more VAPA classes. 	<ul style="list-style-type: none"> Curriculum & Instruction VAPA TOSA & Coordinator Middle School/High School Site Administrators School site counselors Labor partners

Focus Area: Infrastructure – Integrating Arts Education with College and Career Preparation

Goal 3: Include Counselors and site administrators in arts education planning, scheduling, and enrollment activities.

First Year Actions and Impacts	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Persons Responsible
<p>3.1 Collaborate with Counselors to establish a partnership around the Arts and its contributions to college and career success.</p> <p>Impact: Counselors support students in their arts education goals. Increase in VAPA enrollment</p>	<ul style="list-style-type: none"> Create a document on VAPA career pathway offerings to distribute to students and parents. Prepare for PL Relationship building with counselors 	<ul style="list-style-type: none"> Host a professional development for Counselors in early November. Promote and enhance VAPA course offerings 	<ul style="list-style-type: none"> Host focus groups with the goal of uncovering barriers to access: teachers, students, counselors 	<ul style="list-style-type: none"> Suggest and implement policy changes regarding programming procedures Individual VAPA program analysis (health of each program) Recruit MS and HS school VAPA specific counselors 	<ul style="list-style-type: none"> Counselors Assistant Superintendent of Educational Services College and Career Coordinator Site Administration VAPA department chairs Avid/ Puente counselors VAPA administrators

Focus Area: Sustainability – Developing Arts Leadership

Goal 1: Funding and financial oversight

First Year Actions and Impacts	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Persons Responsible
<p>2.1 Vision and prioritize VAPA funding:</p> <p>Measure A, Proposition 28, Block Grant, etc funding and expenditures</p> <p>Impact: District and school sites will be well planned and organized for the use of VAPA funding including a plan and accountability metrics.</p>	<ul style="list-style-type: none"> With Business department, Develop district VAPA spending workgroup to develop goals and options for utilizing funding with a sub committees for various funding sources 	<ul style="list-style-type: none"> Workgroup meets and develops priorities and guiding documents for expenditures Create professional learning and funding stream for UPK and Kindergarten teachers 	<ul style="list-style-type: none"> Share with and gather feedback from site leaders and educational partners Work with HR for staffing needs Develop Prop 28 expenditure guidance documents 	<ul style="list-style-type: none"> Plan implementation of VAPA funded programming and resources Include VAPA SPSA goals in SSC planning 	<ul style="list-style-type: none"> VAPA administrators VAPA TOSA Prop 28 Committee members Site administrators
<p>2.2 Creation of VAPA funding stream oversight committee (Prop 28 and Measure “A”, etc.)</p> <p>Impact: Provide transparency to community regarding investment in VAPA education</p>	<ul style="list-style-type: none"> Develop district oversight committees 	<ul style="list-style-type: none"> Committees meet and develop structures, procedures and norms for oversight 	<ul style="list-style-type: none"> Oversight committees connect with district and site leadership to approve spending plan 	<ul style="list-style-type: none"> Report oversight findings and plans 	<ul style="list-style-type: none"> Community members City leaders District leaders Hayward residents

Proposition 28 - Proposition 28 funding will support the sustainability of the goals of this plan. The funding will be sent to school districts later in the school year 2023–2024, once all the necessary information to perform the calculations is available by the state. The 2023-2024 school year will be used as a planning year to best decide the use and implementation plan for the funding following state and local guidance. In collaboration with teachers, staff, families, and students—together we will make the decisions on how best to utilize the ongoing funding to best serve our students and community. HUSD is expecting to develop and distribute a menu of activities, staffing and resources that realize the spending of Proposition 28 allocations. The district will develop the process for data collection from the site initiatives to best understand the impact on the programming and in

preparation for the state reporting. The data collection may include by school site, VAPA programs and activities, site specific goals, engaged student demographics, and overall student impact. Currently the CDE guidance for funding expenditures includes, LEAs with more than 500 pupils must spend at least 80 percent of the funds to employ certificated or classified employees to provide arts education instruction and the remaining funds for training supplies, curriculum, professional learning, materials, and arts educational partnership programs. No more than one percent of funds may be spent on administrative costs and the funding includes allocations for our preschools.

Focus Area: Sustainability – Developing Arts Leadership					
Goal 2: Recruit and retain highly qualified staffing and volunteers to lead and support VAPA programming					
First Year Actions and Impacts	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Persons Responsible
2.1 Solidify VAPA Administration and support TOSAs Impact: Expand and provide consistent leadership and advocacy for VAPA education	<ul style="list-style-type: none"> Explore and develop new job descriptions, (separation of Visual and Performing Arts) 	<ul style="list-style-type: none"> Solidify job description(s) through Human Resources and Labor Partners and create postings 	<ul style="list-style-type: none"> Posting of positions, interview and hire through Human Resources 	<ul style="list-style-type: none"> Proceed with Human Resources hiring practices to secure staffing 	<ul style="list-style-type: none"> EDS & HR Administrators
2.2 Maintain staffing for under enrolled VAPA classes at the secondary level as we regrow student interest and regrow programs Impact: Teachers are able to focus on recruitment and growth of programs	<ul style="list-style-type: none"> Identify classes that are under enrolled Develop targeted growth and recruitment plan specific to content area 	<ul style="list-style-type: none"> Share and begin implementation of targeted growth and recruitment plan 	<ul style="list-style-type: none"> Continue to implement the targeted recruitment plan 	<ul style="list-style-type: none"> Schedule the under enrolled VAPA classes as appropriate based on student interest 	<ul style="list-style-type: none"> Site programming leads VAPA Admin and HR Admin
2.3 Solidify VAPA support staff including staffing formulas Impact: Expand and provide an effective support model.	<ul style="list-style-type: none"> Explore and develop new job descriptions and staffing formula for Performing Art Center manager, music support staff, and other VAPA support staff 	<ul style="list-style-type: none"> Solidify job descriptions through Human Resources and Labor Partners and create postings 	<ul style="list-style-type: none"> Posting of positions, interview and hire through human resources 	<ul style="list-style-type: none"> Proceed with Human Resources hiring practices to secure staffing 	<ul style="list-style-type: none"> EDS & HR Administration
2.4 Credentialing support for VAPA teachers Impact: Build teacher capacity to provide flexibility of assignments based on teacher credentialing	<ul style="list-style-type: none"> Assess VAPA teacher credentials for assignments Needs assessment and cross reference with teacher credentialing 	<ul style="list-style-type: none"> Communication and outreach with current HUSD educators. 	<ul style="list-style-type: none"> Form teacher cohorts to attend learning sessions 	<ul style="list-style-type: none"> Communicate newly credentialed teachers status to Human Resources 	<ul style="list-style-type: none"> Human Resources VAPA Administration Induction Team

Administrative Roles and Staffing - The VAPA committee expressed the need for the reconfiguring of the current administrative roles. Administrator(s) *who have content expertise* and an expansion of Teachers on Special Assignment or Art Teacher lead roles to be included in the VAPA Master Plan; the notes from the meeting are in appendices of the VAPA plan. In the first year of the master plan, various administrator models will be examined to determine the best fit for HUSD. Models to be considered include but are not limited to; Performing Arts/Visual Arts Administrators with support of TOSAs, or one VAPA Administrator who will support TOSAs and Art Leads. The increase in funding from Proposition 28 and overall district VAPA programming supports the need for administration in the areas of program development and support, oversight and evaluation.

Focus Area: Content – Expanding Arts Curriculum UPK-12					
Goal 1: Include Integrated Arts Education in All Elementary Schools					
First Year Actions and Impacts	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Persons Responsible
1.1 Develop a culturally responsive, standards based arts integration professional learning plan. Impact: Teachers will have the skill set and knowledge base to integrate the arts into the curriculum.	<ul style="list-style-type: none"> Form a workgroup to develop culturally responsive, standards based arts integration professional learning plan 	<ul style="list-style-type: none"> Determine goals, timeline, and scope of work 	<ul style="list-style-type: none"> Develop a scope and sequence for professional learning. Present to Curriculum Council for feedback 	<ul style="list-style-type: none"> Communicate the plan to the HUSD community 	<ul style="list-style-type: none"> VAPA Administrators VAPA TOSAs VAPA Teachers Professional Learning Administrator Curriculum Councils

Performing Arts Guidance - Included in the new VAPA plan will be the HUSD Performing Arts Guidance developed to ensure that plays and musicals performed in HUSD are culturally responsive and align with the district's policies and initiatives related to equity, inclusion, and AB/AR. The district will convene a workgroup to identify appropriate plays and musicals, organized by age level, and a process for reviewing those not on the list. Plays and musicals that are not on the suggested list will need to be approved before the copyright is purchased through the district centralized process.

Focus Area: Content – Expanding Arts Curriculum UPK-12					
Goal 2: Discrete Arts Education - Develop and Implement vertical alignment in curriculum from UPK-12					
First Year Actions and Impacts	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Persons Responsible
2.1 Develop or continue culturally responsive, standards based, VAPA discipline specific scope and sequence with UPK - 12 vertical alignment. Impact: Students and teachers will have clear grade level expectations.	<ul style="list-style-type: none"> Initiate cross grade level, content specific committees to develop and align scope and sequences 	<ul style="list-style-type: none"> Delineate grade level objectives related to the standards for each discipline. Review CA Arts Standards and develop outcome indicators for each area. 	<ul style="list-style-type: none"> Determine what students should know and be able to do as a result of mastering the objectives and develop a corresponding list of performance indicators 	<ul style="list-style-type: none"> Prepare a scope and sequence chart that includes standards, objectives, and performance goals for each content area Present to Curriculum Council for feedback 	<ul style="list-style-type: none"> VAPA TOSAs VAPA administrators
2.2 Explore opportunities for cross grade level collaboration for VAPA teachers. Impact: Teachers develop a greater understanding of curriculum, standards, and grade level expectations.	<ul style="list-style-type: none"> Examine teacher assignments, common preps, bell schedules, etc. 	<ul style="list-style-type: none"> Survey teachers for collaboration needs based on content area and grade level 	<ul style="list-style-type: none"> Propose collaboration dates and funding sources 	<ul style="list-style-type: none"> Plan cross grade level collaboration schedule for 24-25 SY and going forward including culturally responsive teaching practices 	<ul style="list-style-type: none"> VAPA TOSAs VAPA administrators

Special Education - This Universal Pre-K-12 plan includes all HUSD students. The plan includes adaptive materials and supplies, such as; Adaptive Use Musical Instruments (AUMI), adaptive musical technology programs, easy grip art tools, and access to stages and performance areas.

Years 2-5 Goals and Actions: Infrastructure, Sustainability, Content

Focus Area: Infrastructure — Identifying and Supporting Arts Programming					
Goal 1: Identify, Allocate, and Prepare Facilities and Resources for Arts Education					
Year/Phase	Actions	Tasks	Person/Group Responsible	Document	Measurable Impact
Years 2/3	1.1 Analyze the inventory and establish a baseline of materials supplies, and facilities	Create baseline list Create order list Create priority list	<ul style="list-style-type: none"> VAPA Team Site Admin M & O 	<ul style="list-style-type: none"> Baseline list Priority list Annual inventory replenishment list/Google Form for teachers 	By the end of year 3 all schools will have the base allocation of materials and supplies
Years 4/5	1.2 Prepare arts spaces at sites.	Prepare work orders for repairs <ul style="list-style-type: none"> Prepare purchase orders for furniture and materials to ready spaces for instruction. 	<ul style="list-style-type: none"> VAPA Team Site Admin M & O 	<ul style="list-style-type: none"> Work orders Purchase orders Vendor requisitions 	By the end of year 4-5 all schools will have spaces conducive for arts learning, performance and presentation
Years 4/5	1.3 Develop gap analysis to assess progress of Infrastructure goals	<ul style="list-style-type: none"> Revisit inventory and update as needed annually 	<ul style="list-style-type: none"> VAPA Team 	<ul style="list-style-type: none"> Gap analysis 	Provide data from gap analysis for use in the next VAPA Plan iteration

Focus Area: Infrastructure – Establishing a Master Schedule for HS/MS that embeds DEI into student access to electives					
Goal 2: Modify Middle and High School Master Schedules to allow more students to take VAPA courses					
Year/Phase	Actions	Tasks	Person/Group Responsible	Document	Measurable Impact
Years 2/3	2.1 If approved by the Schedule Model Committee, recommend a new MS/HS schedule that will allow AVID/PUENTE, Special Education, and Multilingual students and students who are required to take intervention and credit recovery to have access to more VAPA classes.	<ul style="list-style-type: none"> Have approval documents from committee Prepare board presentation based on scheduling committee recommendations 	<ul style="list-style-type: none"> VAPA Team 	<ul style="list-style-type: none"> Minutes from the scheduling committee List of participants Board Packet 	Students will have greater access to arts offerings
Years 2/3	2.2 If approved by Schedule Model Committee, Host Town Halls to inform community about new schedule changes	<ul style="list-style-type: none"> Prepare Town Hall materials and presentations Develop communication plan Notify educational partners for awareness 	<ul style="list-style-type: none"> VAPA Team Superintendent Site Admin 	<ul style="list-style-type: none"> Presentation packet 	Community will be well informed of shifts in schedules and the impact the shift will have
Years 4/5	2.3 If approved implement planning for transition	<ul style="list-style-type: none"> Build Transition plan Communication plan Negotiate the impacts with Labor Partners Prepare staff for transition 	<ul style="list-style-type: none"> VAPA Team Human Resources Site Administrators Counselors 	<ul style="list-style-type: none"> New Schedule Negotiated impacts Communication sessions 	Transition plan is created and approved
Years 4/5	2.4 If approved implement schedule changes	<ul style="list-style-type: none"> Equip students and families with necessary tools and information for schedule shift. 	<ul style="list-style-type: none"> site administrators, counselors, 	<ul style="list-style-type: none"> Course schedule New electives offering sheets 	Students will have more equitable access to VAPA courses.

Focus Area: Infrastructure – Integrating Arts Education with College and Career Preparation

Goal 3: Bring counselors, site administrators, College Readiness teachers to Planning Table

Year/Phase	Actions	Tasks	Person/Group Responsible	Document	Measurable Impact
Years 2/3	3.1 Establish MS and HS VAPA specific counselors	<ul style="list-style-type: none"> Counselors receive VAPA specific professional development Initiate VAPA counselor planning time developing a common understanding of opportunities for students. 	<ul style="list-style-type: none"> VAPA Counselors VAPA Team College and Career Administrator 	<ul style="list-style-type: none"> Student schedules Content specific opportunity list for students (scholarships, camps, internships, etc.) 	VAPA courses will be well supported and VAPA students will be advocated for
Years 2/3	3.2 Communicate with Site Administration and counselors to learn about school climate and student benefits of VAPA	<ul style="list-style-type: none"> Prepare data, research, and materials to support the development of a common understanding of the benefits of VAPA" 	<ul style="list-style-type: none"> VAPA Team 	<ul style="list-style-type: none"> Meeting agendas Research documents 	Administrators and Counselors are able to discuss and promote VAPA for their sites and help with increasing enrollment.
Years 4/5	3.3 VAPA Counselors participate in training and develop VAPA opportunities within the community	<ul style="list-style-type: none"> Offer professional development on VAPA career opportunities with community partners and businesses. Identify and coordinate site and community VAPA collaboration 	<ul style="list-style-type: none"> VAPA Counselors VAPA Admin College and Career Techs 	Scholarship list Career opportunities list Pathways list VAPA community connections list	Students and families receive information of VAPA opportunities and are supported in seeking opportunities

Focus Area: Sustainability – Funding and Financial Oversight

Goal 1: Develop funding strategies

Year/Phase	Actions	Tasks	Person/Group Responsible	Document	Measurable Impact
Years 2/3	1.1 Implement VAPA funded programming plan	<ul style="list-style-type: none"> Develop guidelines and support for implementation programming plan 	<ul style="list-style-type: none"> VAPA Admin Business Team 	<ul style="list-style-type: none"> Plan with assigned budgets Accountability metrics Guidance documents 	District and school sites will be well planned and organized for the use of VAPA funding
Years 4/5	1.2 Analyze use and impact of arts funding to date	<ul style="list-style-type: none"> Examine connections between LCAP, SPSA plans, and explore opportunities for Prop 28 funding 	<ul style="list-style-type: none"> VAPA Admin 	<ul style="list-style-type: none"> SSC Plans LCAP 	Ongoing adequate funding for the arts classes and programs



Focus Area: Sustainability – Developing Arts Leadership

Goal 2: Recruit and retain highly qualified staffing and volunteers to lead and sustain VAPA programming

Year/Phase	Actions	Tasks	Person/ Group Responsible	Document	Measurable Impact
Years 2/3	2.1 Increase opportunities for VAPA education in our schools and community. Utilize Performing Arts Center for community engagement	<ul style="list-style-type: none"> Create an accessible parent volunteer system Pay for volunteer fingerprinting and volunteer process Develop a program to increase family engagement. Enhance and standardize family engagement opportunities for and involvement at all sites Utilize Performing Arts Center for community engagement 	<ul style="list-style-type: none"> Family Engagement Specialists Parent Ambassadors, PTA Community School Specialists 	<ul style="list-style-type: none"> Schedule of VAPA events Volunteer sign up sheets 	<ul style="list-style-type: none"> Increased parent/family engagement in VAPA Increased performances at the district Performing Arts Center
Years 2/3	2.2 Increase VAPA visibility within the community.	<ul style="list-style-type: none"> Expand partnerships with new local arts foundations/committees Expand work with community partners: HAC, Hayward Library, Chabot College, CSUEB, Sun Gallery 	<ul style="list-style-type: none"> VAPA Admin VAPA Team Site Administrators Family Engagement Specialists 	<ul style="list-style-type: none"> Schedules of events Social media presences Fliers 	<ul style="list-style-type: none"> Increased family and community member engagement in VAPA Increased community knowledge of district and school offerings
Years 4/5	2.3 Increase ongoing opportunities for VAPA education in our schools and community. Utilize Performing Arts Center for community engagement	<ul style="list-style-type: none"> Maintain an accessible parent volunteer system Pay for volunteer fingerprinting and volunteer process Maintain a program to increase family engagement. <ul style="list-style-type: none"> Enhance and standardize family engagement opportunities for and involvement at all sites Utilize Performing Arts Center for community engagement 	<ul style="list-style-type: none"> Family Engagement Specialists Parent Ambassadors, PTA Community School Specialists 	<ul style="list-style-type: none"> Schedule of VAPA events Volunteer sign up sheets 	<ul style="list-style-type: none"> Increased parent/family engagement in VAPA Increased performances at the district Performing Arts Center
Years 4/5	2.4 Maintain VAPA visibility within the community.	<ul style="list-style-type: none"> Expand partnerships with local arts foundations and committees Expand work with community partners: HAC, Hayward Library, Chabot College, CSUEB, Sun Gallery 	VAPA Admin VAPA Team	<ul style="list-style-type: none"> Schedules of events Social media presences Fliers and presentations 	<ul style="list-style-type: none"> Increased family and community member engagement in VAPA Increased community knowledge of district and school offerings

Focus Area: Content – Expanding Arts Curriculum PK-12					
Goal 1: Include Integrated Arts Education in All Elementary Schools					
Year/Phase	Actions	Tasks	Person/Group Responsible	Document	Measurable Impact
Years 2/3	Implement culturally responsive, standards based integrated arts plan	<ul style="list-style-type: none"> Calendar the PL sessions Contract with vendors, complete contract approvals Purchase the materials and supplies for the sessions 	<ul style="list-style-type: none"> VAPA Team PL Administrator 	<ul style="list-style-type: none"> Calendar of PL sessions for 24-25 SY 	<ul style="list-style-type: none"> VAPA team will create an organized framework to create a common understanding of arts integration through a CRT lens.
Years 2/3	Provide UPK-6 teachers with culturally responsive arts integration professional development	<ul style="list-style-type: none"> Teach TK-6 teachers about arts integration through districtwide PD days and paid trainings (sub days and/ or hourly) Support TK-6 teachers with integration resources Provide time for TK-6 teachers to plan an arts integrated lesson 	<ul style="list-style-type: none"> VAPA Team PL Administrator 	<ul style="list-style-type: none"> Calendar of PL sessions for 24-25 SY 	<ul style="list-style-type: none"> Staff will engage in professional learning sessions to deepen their understanding of art integration to enhance engagement and learning
Years 4/5	Continue professional learning	<ul style="list-style-type: none"> Calendar the PL sessions Prepare and deliver the professional learning including appropriate materials 	VAPA Team PL Administrator	<ul style="list-style-type: none"> Calendar of PL sessions for 25-26 and 26-27 SY 	<ul style="list-style-type: none"> Staff will engage in professional learning sessions to deepen their understanding of Culturally Responsive Teaching in relation to art integration
Years 4/5	Continue to Connect Common Core Standards to Arts Integration i.e. Arts into Benchmark for literacy	<ul style="list-style-type: none"> Develop HUSD arts integrated lessons that are based on common core standards 	VAPA Team PL Administrator	<ul style="list-style-type: none"> Calendar of PL sessions for 25-26 and 26-27 SY 	<ul style="list-style-type: none"> Quantifiable standards-based arts integration instruction is documented Standards, both CA Arts and Core, will be visible in student art work samples and performances



Focus Area: Content - Expanding Arts Curriculum

Goal 2: Discrete Arts Education - Develop and Implement vertical alignment in curriculum from UPK-12

Year/Phase	Actions	Tasks	Person/ Group Responsible	Document	Measurable Impact
Years 2/3	2.1 Initiate a twice yearly paid VAPA planning time to work on vertical teams.	<ul style="list-style-type: none"> District to set aside time specifically for middle and high schools to work together. Another time for middle and elementary to work together. Host opportunities for cross grade level collaboration for VAPA teachers 	<ul style="list-style-type: none"> VAPA Team 	<ul style="list-style-type: none"> Calendar and Agendas of meeting Plans from sessions 	<ul style="list-style-type: none"> Create vertical teams. Specific plan or outline of how a student would move through levels
Years 2/3	2.2 Expanding opportunities and knowledge of VAPA CTE and Career Pathways. Identify CTE courses and pathways in collaboration with ROP and community colleges	<ul style="list-style-type: none"> Communicate with counselors to develop a list of VAPA career opportunities Develop VAPA career pathways. Expand parent engagement around the VAPA career pathways and careers 	<ul style="list-style-type: none"> VAPA Team Counselors College and Career Techs Families 	<ul style="list-style-type: none"> Fliers and presentations Outreach documents CTE Course descriptions Agendas from ROP and CC meetings 	<ul style="list-style-type: none"> Interested students will complete CTE pathways and earn relevant college credit and or certifications Families will have an increase in knowledge about VAPA careers
Years 4/5	2.1 Expand VAPA course offerings at all sites, i.e dance and theater	<ul style="list-style-type: none"> Audit course offerings by school site related to VAPA courses Explore staffing Explore how alternate classes could support with staffing (ie Prep Literacy Art) 	<ul style="list-style-type: none"> VAPA Team Counselors Curriculum Council 	<ul style="list-style-type: none"> Audited list of course offerings Staffing lists by credentials Course names updated in the district course catalog 	<ul style="list-style-type: none"> Schools will have standardized course offerings with appropriately credentialed teachers

Appendices

Additional VAPA Data

HUSD Secondary Student VAPA Enrollment Data

	SY 19-20	SY 20-21	SY 21-22
Total Secondary Enrollment	8338	8122	7825
Total VAPA Enrollment	4090	3488	3779
Secondary VAPA Enrollment as Percentage of Total Enrollment	49.1%	42.9%	48.3%

*Data based on students enrolled for in-person instruction only

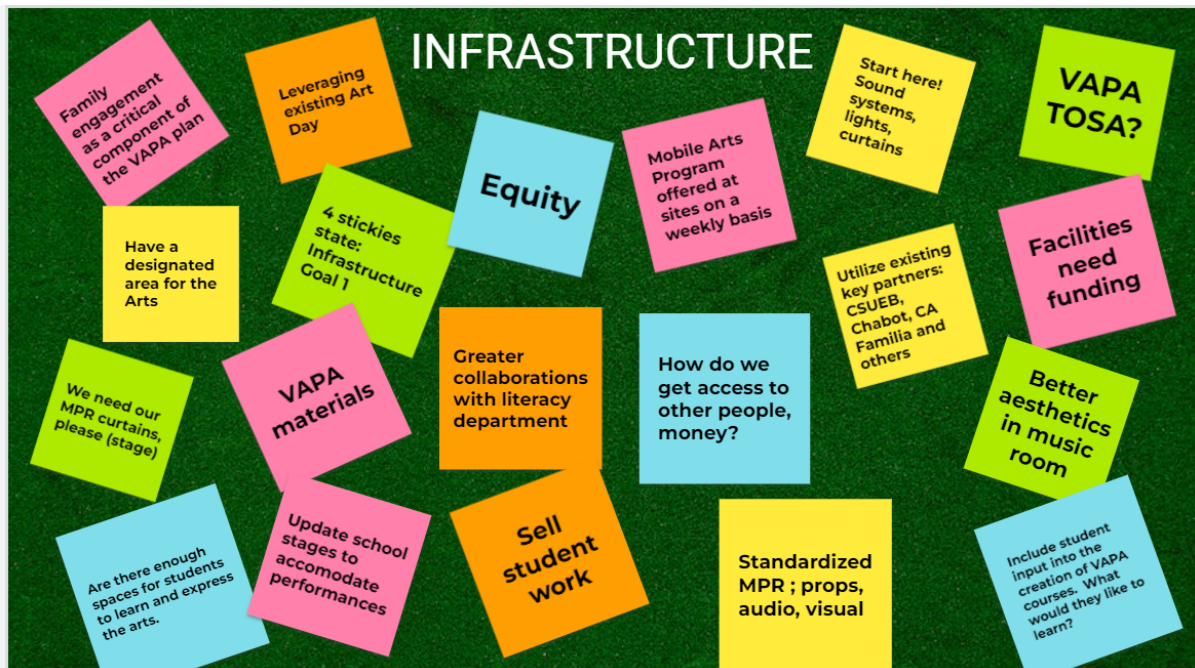


This table represents some sample pathways to satisfy the UC/CSU “f” requirement. More options are available.

(f)	Introductory Courses can be taken 9-12th grade	Advanced Courses 10th-12th grade		
	3-D Design P	Adv. 3-D Design P Adv. 3-D Design H		AP 3-D Design
	Art P	Adv. Art P		
	Photography I P	Photography II P		
	Beg. Instruments P	Concert Band P		AP Music Theory
	Wind Ensemble P	Wind Ensemble H Chambers Strings H Orchestra H		AP Music Theory
	Jazz Band P	Adv. Jazz Band P Jazz Band H		AP Music Theory
	Piano P	Piano H		AP Music Theory
	Symphonic Band P	Symphonic Band H		AP Music Theory
		Ceramics P	Advanced Ceramics	
	Jewelry P	Adv. Jewelry P		
	Theater I P	Theater II P		
	Technology Based Textiles P			
	Concert Choir P	A Cappella Choir P	Show Choir P	
	Wood Tech I P	Wood Tech II P		
	Painting P			
	Adv. Dance P	Dance Production H		

Committee Notes:

On February 4th, the first Saturday session, the group developed a list of priorities used to develop our focus in the VAPA Master Plan.





On March 11th, the second Saturday session, the group established priority actions related to each goal. These tables represent that work.

VAPA Committee March 11th Session

Focus Area: Content – Expanding Arts Curriculum K-12

Goal 1: Design and Implement Integrated Arts Curricula for Elementary and Middle School - Develop and Implement vertical alignment in curriculum from TK-12

Progress: Emerging

<p>Develop a professional development plan</p>	<p>HIGH:</p> <ul style="list-style-type: none"> Form a group to develop Arts Integration PD plan We need to include with our team specialists teachers who teach other subjects and are convinced that art is important; That art is necessary. They are convinced that they are artists and anyone can make art. <p>MEDIUM</p> <ul style="list-style-type: none"> Recruit a team of specialists to create and deliver professional development Determine goals, timeline and scope of the work. <p>LOW</p> <ul style="list-style-type: none"> Connect common core standards to Arts Integration Be sure to further delineate what VAPA is; Visual AND Performing Arts, both should be happening at every site. How to make that happen. Communicate plan to the community
<p>Provide Tk-6 teachers with arts integration professional development</p> <p>OUTCOME: all students have access to a teacher who implements Arts Integration</p>	<p>HIGH</p> <ul style="list-style-type: none"> Needs assessment Initiate a coaching model to support teachers in implementation of an arts integration curriculum <p>MEDIUM</p> <ul style="list-style-type: none"> <p>LOW</p> <ul style="list-style-type: none"> Provide support teachers with time and resources to plan integrated lessons

VAPA Committee March 11th Session

Focus Area: Content – Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development

Expanding Arts Curriculum K-12

Goal 2: Discrete Arts Education - Develop and Implement vertical alignment in curriculum from TK-12

Progress: New

Students will experience a deeper connection or understanding of Common Core Content

HIGH:

- Initiate a cross grade level committee to develop and align scope and sequence
- Develop and implement discipline specific VAPA scope and sequence with vertical alignment through arts integration

MEDIUM

- Develop content specific scope and sequence

LOW

VAPA Committee March 11th Session

Focus Area: Infrastructure – Adequate funding, Facilities & Equipment, Partnerships & Collaborations, Program Administration & Personnel

Establishing Arts-driven scheduling

Goal 2: Modify Middle and High School Master Schedules to allow more students to take VAPA courses

Progress: Emerging

Assess(?) student need and scheduling gaps for VAPA course (conflicts/trends)

OUTCOME: More opportunities for MS and HS students to take VAPA course. Multiple access points at MS and HS

HIGH

- Establish a schedule assessment committee
- Create a student survey to assess needs
- Examine current VAPA electives and enrollment by site and grade level
- Examine and evaluate current school bell schedule by site and grade level

MEDIUM

- Have MS and HS counselor look at student preference and scheduling
- Cross reference student survey with programming data to determine number of students in class selected by student
- Evaluate how VAPA articulation with middle high affects sign ups
- Examine student scheduling for students that did not sign up for any and route to low enrollment VAPA

LOW

- Create - findings and recs - a report that identifies needs, gaps and trends and present to curriculum council, site staff

2a. Recommending new high school schedule that will allow @prominse, AVID/PUENTE, ELL, intervention and credit recovery to have more VAPA classes

OUTCOME: More students will have access to enroll in VAPA

2b. Recommend new middle school schedule with a wheel that will allow @prominse, AVID/PUENTE, ELL, intervention and credit recovery to have more VAPA classes

HIGH

- Reconvene Schedule Model Committee
- Study the minutes from the Schedule Model Committee
- Research and investigate existing high school bell schedules
- 2b. Same for MS Wheel

MEDIUM

- Identify root analysis from schedule assessment report
- Make report that synthesizes all the findings
- Present report to

VAPA Committee March 11th Session	
Focus Area: Sustainability - Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy	
Communicating the Importance of the Arts to All Stakeholders	
Goal 3: Increase active parental and community support of the arts	
Progress: Emerging	
Increase opportunities for VAPA education in our schools and community	<p>HIGH:</p> <ul style="list-style-type: none"> Create systems to make volunteerism more accessible for parents <p>MEDIUM</p> <ul style="list-style-type: none"> Collaborate with FES and parent ambassadors on ways to include families Standardize family opportunities for engagement and involvement at every site <p>LOW</p> <ul style="list-style-type: none"> VAPA workshops during STEAM showcase workshops Art career days at sites Field trips to VAPA career expos (similar to Amazon)
Increase VAPA visibility within the community	<p>HIGH</p> <ul style="list-style-type: none"> Utilize PAC for community engagement through showcase of student learning Expand work with community partners. Ex: HAC, public library, Chabot, CSUEB Increase VAPA Showcases both at schools and throughout the community <p>MEDIUM</p> <ul style="list-style-type: none"> Infuse VAPA in school wide events, ie. honor roll assemblies, after school events, graduation Visibility of VAPA student learning outcomes and
	<p>partner with/collaborate with FES and Parent Embassadors (or whoever plans the events) at existing annual events ie. BTSN, 6th and 8th grade welcome nights at secondary schools, open house, etc.)</p> <ul style="list-style-type: none"> Create opportunities to publish/display student VAPA work <p>LOW</p> <ul style="list-style-type: none"> District Wide VAPA instagram Refresh site bulletin boards for VAPA display All call advertising of all VAPA events Showcasing student work for sale to fund projects

<p align="center">VAPA Committee March 11th Session</p> <p>Focus Area: Sustainability – Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy</p> <p>Building sustainability for district arts programming.</p>	
<p>Goal 4: Funding and financial oversight</p> <p>Progress: New</p>	

VAPA administration	<p>HIGH:</p> <ul style="list-style-type: none"> Establish configuration; <ul style="list-style-type: none"> Music Coordinator/Arts Coordinator All VAPA Coordinator (with support) Visual Arts/Performing Arts Coordinators Hire Arts Coordinator - develop job description for hiring arts coordinator Hire PAC coordinator to oversee/manage/schedule facility <p>MEDIUM</p> <ul style="list-style-type: none"> Hire high school admin assist for music, vocal and visual. Develop job description for hiring support staff <ul style="list-style-type: none"> Hire VAPA support staff Grant writing partnerships along with fundraising sponsorships Fundraising sources for mentioned admin positions and supply allocations, study trip allocations (increase for performing arts), repair/replacement allocations where appropriate for VAPA teachers (to reduce need to fundraise/extra time and labor)
	<p>LOW</p> <ul style="list-style-type: none">
Measure A/Prop 28 Oversight Citizen Committee	<p>HIGH</p> <ul style="list-style-type: none"> Assemble a team that will monitor the allocation of prop 28 and Measure A Develop equity framework for allocations Create meeting schedule and process to publicize meeting minutes Establish FTE minimums at elementary, middle and high schools Measure A and Prop 28 used for staff hiring, both certificated and classified to support HS music directors <p>MEDIUM</p> <ul style="list-style-type: none"> Publish expenditures related to Prop 28 regularly/yearly <p>LOW</p> <ul style="list-style-type: none">

Pathway Options by Feeder Pattern

The feeder pattern visuals show potential VAPA pathways students can follow as they articulate from first grade to twelfth grade in Hayward Unified to develop and cultivate their arts experiences. However, the feeder pattern also shows that not all programs are offered as a student progresses from their home school. Because of this, any student is currently able to utilize the Specialized Educational Program criteria for a student transfer if the student's assigned school does not offer the VAPA program of interest to the student.

Equity and Access

Secondary Student Demographic Identifier Comparison of VAPA Enrollment vs General HUSD Enrollment

	SY 2019 - 20		SY 2020 - 21		SY 2021 - 22	
Demographic Identifier	VAPA	HUSD	VAPA	HUSD	VAPA	HUSD
American Indian	0.22%	0.24%	0.25%	0.21%	0.2%	0.2%
Asian	18.10%	15.91%	18.37%	15.71%	19.1%	15.5%
Black or AA	9.54%	9.06%	8.86%	8.71%	8.2%	8.1%
Hispanic	61.55%	64.87%	61.83%	65.83%	59.6%	62.5%
Unidentified	0.03%	0.13%	0.06%	0.09%	0.1%	0.1%
Other Pacific Islander	3.89%	3.34%	3.39%	3.29%	3.3%	3.2%
Two or More Races	2.72%	2.65%	2.36%	2.63%	3.9%	4.0%
White	3.95%	3.81%	4.88%	3.54%	4.5%	3.7%
SPED	11.64%	10.89%	10.16%	11.87%	10.2%	12.1%
ELL	15.97%	18.78%	20.70%	20.42%	24.5%	30.3%

References

[Guggenheim Study Suggests Arts Education Benefits Literacy Skills](#)

[Arts Education Makes a Difference in Missouri Schools](#)

[Art & SEL: How \(and why\) this pair really works](#)

[The Arts and Achievement in At Risk Youth](#)