



VENTURA UNIFIED SCHOOL DISTRICT
safe · healthy · high performing

2017

VUSD Arts Master Plan - DRAFT



VUSD Arts Collaborative
Ventura Unified School District
6/12/2017

VUSD Arts Collaborative

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All members of the Arts Collaborative contributed to the update of content in the Arts Master Plan.

VUSD Arts Master Plan - DRAFT

Vision

The Arts Education Master Plan will ensure the arts are an integral, interdisciplinary, sequential part of every student's education, fostering inspiration, creativity, and a lifelong appreciation of the arts.

Mission

Ventura Unified School District's Arts Education Program will show evidence of the following characteristics:

- Student's lives are enriched by a multi-faceted approach to learning: inspiring creative thinking, enhancing problem solving, encouraging self-expression and communication, valuing the voice of each student, allowing them to develop personal courage and self-esteem, connecting to the global community;
- Teachers are prepared and confident through professional development and supportive leadership; Arts curriculum is integrated, comprehensive, articulated; Learning environs are vibrant, creative, active, and visible without judgement;
- Leadership and advocacy are aligned with the vision with substantial ongoing financial support from multiple funding streams;
- Family and Community partners are supportive, visible, and collaborative.

History

In 1984, the City of Ventura established an Arts Education Task Force comprised of a coalition of artists, educators, parents, and other concerned citizens. This focus group was very active throughout the cultural planning process for the 2005 Ventura Cultural Plan, and helped to develop the arts education policy for the City. After the Cultural Plan was written, the nucleus of the task force remained as an arts education advocacy group, and merged with the Ventura Arts Education Arts Collaborative. The VEP Arts Collaborative is comprised of Ventura Unified School District teachers, principals, community volunteers, City staff, artists, and other community parties.

In July 2008, the VEP Arts Collaborative engaged Arts Education consultant, Celena Turney to provide coaching and group facilitation for the development of Phase I of a district-wide Arts Education Master Plan. A Visual and Performing Arts Task Force was convened and designed the implementation plan under consideration at the September 2009 Board of Education meeting. *Please see appendix E for Phase I - Elementary Arts Education (2008) and appendix F Phase II Secondary Arts (2014).*

Introduction to the Arts Master Plan 2017

Arts education offers students the opportunity to envision, set goals, determine a method to reach a goal and try it out, identify alternatives, evaluate, revise, solve problems, imagine, work collaboratively, and apply self-discipline. The Arts convey knowledge and meaning not learned through the study of other subjects. As they study and create in the arts, students use the potential of the human mind to its full and unique capacity.

The Arts are core subjects, each containing a distinct body of knowledge and skills. Academic rigor is a basic characteristic of a comprehensive education in the arts, including the following:

- Learning through active practice through rehearsal, and creation or performance of works in the arts
- Reading about the arts and artists
- Researching, writing, and communicating about the arts
- Reflecting on the arts in thoughtful essay or journal writing on one's observations, feelings, and ideas about the arts
- Participating in arts criticism on the basis of observation, knowledge, and criteria

For each arts discipline the content standards are grouped under five visual and performing arts strands: artistic perception; creative expression; historical and cultural context; aesthetic valuing; and connections, relations, and applications. Visual and Performing Arts (VAPA) are a vital part of a well-rounded educational program for all students.

Another important goal of the standards is to help students make connections between concepts in all of the arts and across subject areas. The fifth strand in these standards requires the student to connect and apply what is learned in the arts to other art forms and subject areas and to careers.

“The content standards are intended to provide a framework for programs that a school may offer in the instruction of visual or performing arts.” CA Senate Bill 1390 (Murray)

A comprehensive arts education program is composed of three modes of instruction:

1. Subject-centered arts instruction in dance, media arts, music, theatre, and the visual arts
2. Instruction connecting the arts disciplines
3. Instruction connecting the arts and other core subjects

The connective threads and conceptual framework of the VAPA Master Plan are designed to be understood by all stakeholders and, ultimately, to ensure success for both educators and students in the real world of the school.

Rationale for a comprehensive Arts Master Plan

- **Support of Education Code sections 51210 and 51220 requiring instruction in the arts.**
Section 51210 specifies that the required adopted course of study used by schools for grades one through six must include the visual and performing arts. Section 51220 specifies the same requirement for grades seven through twelve. As with all other subject areas except physical education, the Education Code does not state the number of minutes of instruction required, although it **does** require schools to provide instruction in the arts for all students.
- **Use of the visual and performing arts content standards adopted by the State Board of Education as the basis of curriculum.** Those standards serve as curriculum guideposts for teachers and provide clear-cut curriculum goals for all learners. (Note: The Western Association of Schools and Colleges also looks for standards-based courses - during its accreditation process; it is included in the University of California A-G requirements as a year-long course.) Curriculum based on the content standards requires active learning through the study, practice, creation, or performance of works of art. It also requires reading about the arts and artists; researching the arts from the past and present; writing about the arts and artists to reflect on one's own observations, experiences, and ideas about the arts; and participating in arts criticism based on reliable information and clear criteria.
- **The Ventura Unified School District maintains a strong belief in providing all students with a comprehensive education, which includes the arts as a part of that core curriculum.** In order to strengthen the teaching of the arts by providing a vision, focus and support for arts education, VUSD, in collaboration with the Ventura Educational Partnership Arts Collaborative, designed an Arts Education Master Plan, which will serve as a blueprint for integrating the arts into all K-12 VUSD students' curricula. The plan is district driven. (*BP6142 - see appendix C*)

Arts Master Plan - 2017

The Ventura Unified School District Arts Master Plan work began in earnest in 2008 through a phased approach. The VUSD Arts Master Plan is an evergreen document and will be reviewed annually through the VUSD Arts collaborative. This iteration of the VUSD Arts Master Plan is inclusive of all disciplines and grade levels and as such is a comprehensive master plan. The 2017 Arts Master Plan is a collaboration between teachers, administrators, City of Ventura, local artists, VUSD School Board and the Ventura Educational Partnership.

The current overarching strengths and challenges of the Visual and Performing Arts (VAPA) programs in VUSD are identified below:

Strengths

Student Focused

- Students throughout the district have access to all five art forms
- After school Arts centered programs
- Co -curricular and Extra-curricular productions, competitions, festivals, exhibits
- CTE pathways for Theatre and Dance
- 21st Century Focus - Creativity, Collaboration, Communication, Critical Thinking

Staff Centered

- District Teachers on Special Assignments (TOSAs) in Elementary Music and Visual Arts
- VUSD Arts Collaborative: regular collaboration across disciplines and schools
- District wide Art Shows, Concerts and Theatre productions/performance

Community Centered

- Broad-based community support for the Arts (*See appendix D for more information*)
- VEP Grants support instruction, resources, and extended learning opportunities at cultural institutions and museums
- Dedicated funding for the Arts via Parcel Tax (Measure Q/R) - (*see appendix E for more information*)

Challenges

Access to the Arts

- Inconsistent access to programs based on school sites
- High student to teacher ratio negatively impacts student learning
- Lack of time to incorporate the arts into the general education curriculum on an ongoing basis
- Absence of district-wide instrumental music program for upper elementary students
- Academic intervention reduces student access to the Arts
- Insufficient access to art education in the elementary: 1 to 7500 students
- Inappropriate Resources/Support to meet the needs of every child

Curriculum

- Lack of coherent, consistently offered, standards-based art instruction for each grade level
- Consistent professional requirements, credentials, for all VAPA instructors
- Collaboration opportunities for VAPA teachers across disciplines and campuses

Funding

- Lack of funding to support the hiring of additional art/music teacher specialists
- Class size and site base FTE decisions which impact school programs
- Consistent and sustainable funding through general funds to support the Art Programs (currently provided through Parcel Tax)

Infrastructure

- Facilities: Instrument Storage; Auditorium maintenance; Space priority and access
- Transportation Issues: accommodating instruments, equity, process, availability
- District processes and site support

The following section speaks to each discipline separately.

Dance

The dancer imagines, envisions, or improvises movements (creating), executes the movements (performing), reflects on them (responding), and connects the experience to all other contexts of meaning or knowledge (connecting). As a result, one lesson can address many standards at the same time. In a single class, students can learn solving movement problems, showing their ideas through movement, thinking critically about them, and relating them to other ideas, experiences, contexts, and meanings.

The Arts standards in Dance are rooted in a creative approach to teaching and learning. They describe expectations for learning in dance regardless of culture, style or genre and impart the breadth and depth of the dance experience through the art-making processes. The goal of the standards is to inspire dance educators and their students to explore the main facets of dance and prepare them for a lifetime of engagement with the art form.

Accomplishments

- Increased enrollment and participation. Five years ago, dance was not offered during the school day and now there are over 150 students currently enrolled in dance throughout the day.
- More offered courses; dance and rhythmic (1 & 2), advanced dance, honors choreography ROP (Internships), internships
- Approved as CTE Performing Arts pathway
- Performances: Two showcases/year during the school day attended by more than 1,000 students, performances at various sports games and rallies, Spring Showcase featuring over 150 dancers
- Cross curricular

Challenges

- Scheduling conflict for freshman hinders program development
- Large class sizes; Additional periods needed
- Space need to facilitate classes
- Non existent feeder programs
- Theater space for performances
- Difficulty finding appropriate internships for Honors Choreography ROP students
- Uncertainty of continued grant funding
- Dance Team and Hip Hop Team meeting during the same period

Goals

- Add classes to reduce class size
- Develop cross curriculum collaboration

Dance (Continued)

Goals (Continued)

- Provide exposure to live, professional performances
- Access to permanent dance space for classes
- Develop middle school dance programs
- Integrate technology
- Provide dance shoes
- Expand curriculum to include dance notation
- Develop an all-boys dance troupe
- Provide professional development opportunities

Current Course Offerings

- Dance and Rhythmics
- Advanced Dance
- Honors Choreography ROP



Media Art

New media and electronic technology extend the horizons of the arts in directions not yet imagined. In all disciplines, artists have traditionally used and combined technologies to create and express ideas. The use of electronic media (digital video, animation, and photo software) juxtaposed with the use of traditional media (paper, paints, classroom tools) expands the boundaries of space and time. For today's artists new media are altering the direction and escalating the pace of exploration within and between arts disciplines.

The development of a solid foundation in an arts discipline brings depth to the mixing of technology and art so that students can be bold and innovative in discovering themselves and the world around them. As equipment becomes more accessible, students have the opportunity to use technology to enhance their artistic skills and create more professional productions and performances. They can use technology to produce animation, analyze works of art, create graphic designs, design sets, develop choreography, computerize stage lighting and scenery, and compose, edit, mix, practice, and sequence music.

Accomplishments

- Digital photography at all HS campuses
- Adobe Creative Suite available to all
- Published student work
- Awarding winning online student press
- Published yearbooks on three high school sites and four middle school sites that are reliant on digital publishing tools

Challenges

- Funding for equipment
- Availability of appropriate workspace, with sufficient electrical resources
- Competing with private industry for highly qualified instructors
- Digital storage (servers) for digital work product
- Communication to public regarding digital work display

Goals

- Each student will:
 - Learn to visualize his or her product, identify the correct tools to accomplish the vision
 - Identify the story/narrative/purpose of his or her product and work to realize it within the digital tools space

Media Art (Continued)

- Identify the audience for his or her work, explain the impact of the work on that audience with the understanding that digital work is often experienced far away with no intentional context.

Current Course Offerings

- Visual Communications
- Graphic Arts (MS/HS)
- Digital Animation
- Filmmaking
- Digital Photography
- Yearbook
- Intro to Art I

Music

Music Education provides an aesthetic experience for its students. Oftentimes, students will utilize music as an outlet for expression that is sometimes unavailable to them in other academic areas. Musical experiences provides the students with opportunities for emotional response, which often encourages the cognitive processes. Music Education instills "life values" in students. Some of these include; discipline, cooperation, social skills, and building good character. Knowledge of music technology, music history, music theory, and music culture reinforce knowledge in other academic subjects as well. Music often creates a sense of school spirit, and sense of community, which will in turn provides the students with a sense of self-worth which almost always reflects a positive attitude.

Music in Ventura Unified School District consists of three distinct areas: elementary general music, secondary instrumental and vocal music.

Accomplishments

- All elementary students receive 4 hours of music instruction annually
- Elementary music education is standards based and is cross-curricular (literature, math, and history).
- Successful middle school to high school scaffolding to ensure that students can perform either professionally or recreationally at the postsecondary level.
- Students earn college scholarships
- Ensembles perform at/above national standards.
- Good retention rate from middle/high school
- Good collaboration among secondary music through shared performances
- Honors classes - string quartet and Wind Ensemble
- All-District Youth Symphony
- California National/Grand National Wind Ensemble and String Orchestra in 18 years
- Championship Marching Band over several years
- Tremendous growth in enrollment
- Close ties with professional musicians
- Community partnerships
- Many of our students go on to become professional musicians and receive scholarships for college.
- Numerous students qualify for All-State Orchestra, Band, and Jazz Band annually (HS and MS)
- Many students qualify for and participate in the Ventura County Honor Band

Challenges

- All elementary students receive 4 hours of music instruction annually
- Students often miss music instruction due to academic intervention
- Teaching/Learning space for elementary music is unpredictable and inconsistent.

Music (Continued)

Challenges (continued)

- Consistent District process for hiring qualified instructors needed
- Inconsistent and insufficient funding for all secondary school music programs
- Access for all students to participate in secondary music programs (master scheduling)
- Access to performing arts facilities - prioritize school programs
- Foundational music training at lower levels not available for vocal music - need to create feeder programs at all middle schools
- Funding for transportation to festivals and All-State events
- Infrastructure issues:
 - Instrument storage;
 - Instruments for growing programs
 - Performance Arts Centers need repair and modernization
 - Improved processes at site and District in regards to budgeting and vendor relations

Goals

- Create annual district-wide music festival among secondary music programs
- Implement a mandated mentorship program to help align standards across schools
- Implement K-12 standards based music education for all students
- Create new courses including a chamber music class.
- Add FTE to cover all courses on Master Schedule (secondary) and to increase access to elementary music
- Create Transportation budget for secondary music
- Provide relevant professional development supported by District
- Create stipends for coaches supported by District
- More opportunities for students to work with professional musicians

Music (Continued)

Current Course Offerings

- Beginning Band (MS)
- Intermediate Band (MS)
- Advanced Band
- Beginning Instruments
- Concert Band (MS/HS)
- Band (Drumline)
- Wind Ensemble-regular and honors(MS/HS)
- Stage/Jazz Ensemble (MS/HS)
- Beginning Strings
- String Orchestra (MS/HS)
- Symphonic Orchestra (HS)
- String Ensemble
- Global String Ensemble
- Marching Band (BHS)
- Choir (VHS, BHS and BMS)
- Belle Voci/Advanced Choir (BHS)
- Music Appreciation (MS)

Theatre

While many secondary theatre programs focus on performance and design in staged productions as evidence of a student's understanding and achievement in the art, ongoing student engagement in theatre, without an end product in mind has not always been defined and valued. These standards address those drama processes as well as traditional theatre. Drama processes encompass envisioned worlds and unscripted activities designed to engage students in a wide range of real and imagined issues; theatre includes the broader and more traditional conventions of the craft that have been developed over the centuries—scripted plays, acting, public performance, and stagecraft.

Accomplishments

- Live Productions including one act plays, improvisation and mainstream theatre productions
- Theater Tech: students receive backstage and production experience
- Access inclusive to all students
- Students develop confidence, life skills and professional speaking skills
- Student authored performances

Challenges

- Facilities and space priority needed - schools should have access over community
- Facilities maintenance due to heavy usage (internal/external)
- Insufficient storage for equipment
- Non-existent feeder programs leading to smaller high school programs
- Costume and makeup inventory

Goals

- Provide access to professional performances for students
- Update equipment in all theatres - lights, sound board, microphones (headset, lapel and handhelds)
- Reinvesting auditorium income to maintain theaters
- Provide storage needed for props and costumes (all sites)

Current Course Offerings

- Drama I
- Drama II
- Stagecraft



Visual Arts

The arts support student-learning outcomes through big ideas – enduring understandings and essential questions. The concepts embedded in the standards reflect the scope of learning – the knowledge, skills, and understandings - taught through study of the visual arts. By including all aspects of creating, presenting, responding, and connecting in study of the visual arts, student learning through these standards explores the full scope of what it means to be an artistically literate citizen. While presented chronologically the processes are best designed and taught in a blended fashion to support rich artistic skills and behaviors.

Visual Arts include the traditional fine arts such as drawing, painting, printmaking, photograph, and sculpture; media arts including film, graphic communications, animation, and emerging technologies; architectural, environmental, and industrial arts such as urban, interior, product, and landscape design; folk arts; and works of art such as ceramics, fibers, jewelry, works in wood, paper, and other materials.

Accomplishments

- All district student Art shows (K-12)
- Site Based Art Shows - chalk festivals
- Published student artworks - Ventura City Public Art (Bus Stops), Harvest of the Month Calendar, Farm to School program (recipe cards); utility boxes, murals
- Award winning student works - Ventura County Fair, DA Davidson Inc., Student Art Show

Challenges

- Field trip funding
- Visual Art not available at all school sites
- Additional TOSA needed to provide equitable access to all elementary school grades
- Additional elective choices dilute access to core arts programs
- Master scheduling limiting student access

Goals

- Ensure that all schools have Visual Arts programs
- Provide and additional Elementary Visual Arts TOSA to provide equitable access to all students
- Create/Provide sustainable funding for supplies and field trips
- Develop ongoing All District Student Art Show

Visual Arts (Continued)

Current Course Offerings

- Art 6
- Art 7 and 8
- Crafts 7 and 8
- Intro to Art I
- 3-D Art I
- Art 2 Draw/Paint
- Art 3 Portfolio
- AP Studio Art: 2D Design
- AP Art History



APPENDIX A. Board Policy BP6142

BP6142.6

The Governing Board recognizes that Arts Education, including dance, **media arts**, music, theatre, and visual arts, is part of the core curriculum for all K-12 students and that the value and benefits of arts education have been extensively documented. The Board also recognizes that instruction in the basic skills and content knowledge of the arts develops perceptual abilities that extend to all careers and areas of life. An arts education enables students to develop an appreciation of the arts, critical and creative thinking skills, initiative, self-expression, self-esteem, and discipline.

Given the richness in diversity and multiculturalism in the State of California **and the city of Ventura**, the arts build bridges between cultures by helping pupils broaden their perspectives to better understand their world and the diverse cultural influences that surround them.

Communication, imagination, appreciation for various cultures, and information are keys to career opportunities, education, and a lifelong appreciation of the arts. Therefore, it is the policy of the Ventura Unified School District to acquaint **ALL** students with the joy of the arts so they can perform, produce, and appreciate what art can do for them and for the world.

The Board encourages development, implementation, and evaluation of quality, standards-based sequential and comprehensive pre-K through adult arts education, with equity and access for all. The arts education program should enable students to achieve the goals outlined in the Content Standards for California Public Schools **and the National Core Arts Standards**, ~~which include the Visual and Performing Arts Content Standards.~~

The Board also encourages 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.

The Superintendent or designee shall develop a budgeted plan, establish procedures to implement Board policies, and provide for the ongoing review, evaluation and development of the District's Arts Education program.

Policy VENTURA UNIFIED SCHOOL DISTRICT adopted: September 9, 2008 Ventura, California

APPENDIX B - Collaboration with Outside Agencies

- City of Ventura;
- Harmony Project;
- Museum of Ventura County;
- Bell Arts Factory;
- New West Symphony;
- Ventura Music Festival;
- Ventura Education Partnership (VEP);
- Vita Arts
- Parent support, including financial
- Boosters

APPENDIX C - VUSD Elementary Music Current)

The VUSD Music Program for K-5 is an itinerant program consisting of eight 1/2-hour sessions with each classroom in any given year. This equates to 4 hours of music instruction for each child in the district. Because the amount of time is minimal, our instructors (2 full-time and 1 half-time) utilize a variety of lessons that consistently target elementary standards in music. Almost all lessons hit a variety of the following program components in a single lesson. We also include at least 1-2 traditional dance lessons to add to our inclusion of Movement in the music curriculum. Teachers are welcome to join the classes and make note of ways in which they can continue this curriculum and/or lessons in the classroom.

<p>Steady Beat (every lesson) Call and Response/Echo Primary Method of Teaching (vs. Reading Notation) Musicality Concepts Used in Song & Poetry (high/low, fast/slow, loud/soft, major/minor) Rhythm Rhythm Sticks Unpitched Percussion Body Percussion Speech/Poetry Echo vs. Notation Color Improvisation Filling Rests Form Organization/Patterns Improvisation Variations on a Theme Rondo Canon Singing/Speech Echo vs. Notation Pitch/Melody (with hand symbols) Rhythm Phrasing Technique (Breath) Memory Rounds (as grades progress)</p>	<p>Singing Games/Play Parties Movement Traditional Genre Group Play (Rules, Equality) Team Building Dance/Movement Beat Rhythm Phrasing Scattered Space Partners Expressive Body/Unpitched Percussion Rhythm Technique Echo vs. Notation Improvisation Music Appreciation Exposure to Genres (Classical, Bebop, Jazz, Hip Hop, Blues, Traditional) History of Genres Composers CROSS-CURRICULAR INTEGRATION: Literature (Literature-based Lessons) Math Concepts (Math/Music Connection) Historical Significance/Time Periods</p>
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APPENDIX D – Elementary School Art

Number of Art Teacher Specialists – 1 Schools covered – 17

Teaching art lessons to students in grades 2-5:

- Schedule of meeting with students: 8:30-2:30 (5 days per week)
- Total # of students participating: 5,388
- Lessons taught in individual classrooms due to access to water
- Travel between classes, setting up, and packing up lesson technology and art supplies is completed during recess and lunch times
- Approximately one day per month is left unscheduled to accommodate for a rescheduling day due to possible scheduling conflicts at sites or lesson development, preparation and /or professional development.

Teacher Monthly Lessons:

I create monthly visual art lessons for grades K-2 and 3-5 and send these out to teachers on a monthly basis. These lessons are user friendly, designed for teachers who have no art training. I collaborate with the Elementary Language Art and Math specialists in adding a common core language arts and math component to each art lesson.

Professional Development:

- Offered to all K-1 Teachers: Art supplies and lessons with demonstrations are provided to all K-1 classes. Approximately 2,120 students benefit from the lessons and supplies.
- 2016-17: Montalvo grades K-5 per teacher and principal request

Teacher Support:

- Lesson, supply, resource and art show/display

Website:

- Currently developing a website with online student gallery

Current Adjunct Duties:

- **Harvest of the Month Calendar Project:**
 - 10 schools participate in grades 3-4
 - Approximately **250-300** students participate and **30-35** students become published artists
- **Art Show:**
 - **Annual District Wide Art Show grades K-12**
 - Student participation: Approximately **141 students** (number varies due to size of venue)
- **ESC Art Displays:**
 - Approximately 51 students participate
- **VEP Art Displays:**
 - Annual end of the year dinner and, if the VEP committee requests, student artwork for public display
 - Approximately 30-51 students participate

APPENDIX E/F – ORIGINAL ARTS MASTER PLAN PHASES

Appended

Ventura Unified School District

K-12 Standards-based

Arts Education Master Plan

Phase I. Elementary Program



**Presented to the Ventura Unified School Board
September 2009**

Ventura Unified School District

Board of Education

Mary Haffner - President
Debbie Golden - Vice President
Velma Lomax - Board Member
John Walker - Board Member
Barbara Fitzgerald - Board Member

Cabinet

Dr. Trudy Arriaga
Jeff Chancer
Rich Kirby
Joe Richards

Superintendent
Asst. Supt. Ed. Services
Asst. Supt. Human Resources
Asst. Supt. Business Services

Ventura Unified School District
Arts Master Plan Design Team

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- Catherine Coffey, Teacher Specialist – Elementary Visual Arts
- Kathryn Dippong-Lawson, Cultural Affairs Coordinator, City of San Buenaventura
- Debbie Golden, Vice President, Board of Education
- Heidi House, Teacher Specialist – Elementary Music
- Georgeanne Lees, Cultural Affairs Supervisor, City of San Buenaventura
- Celena Turney, Arts Education Consultant

**Arts in Education Master Plan Vision Statement
Ventura Unified School District**

The Arts Education Master Plan will ensure the arts are an integral, interdisciplinary, sequential part of every student's education, fostering inspiration, creativity, and a life-long appreciation of the arts.

**Vision Statement
For Elementary Visual and Performing Arts
Ventura Unified School District**

In 3-5 years, Ventura Unified School District's Elementary Arts Education Program will show evidence of the following characteristics:

- Learning environs are vibrant, creative, active, and visible
- Student's lives are enriched by a multi-faceted approach to learning
- Arts curriculum is integrated, comprehensive, and articulated
- Teachers are prepared and confident through professional development and supportive leadership
- Family and community partners are mobilized, visible, and collaborative
- Leadership and advocacy are aligned with the vision
- Substantial ongoing financial support from multiple funding streams

Project Background and Planning Process

In 1984, the City of Ventura established an Arts Education Task Force comprised of a coalition of artists, educators, parents, and other concerned citizens. This focus group was very active throughout the cultural planning process for the 2005 Ventura Cultural Plan, and helped to develop the arts education policy for the City. After the Cultural Plan was written, the nucleus of the task force remained as an arts education advocacy group, and merged with the Ventura Arts Education Arts Collaborative. The VEP Arts Collaborative is comprised of Ventura Unified School District teachers, principals, community volunteers, City staff, artists, and other community parties.

The Ventura Unified School District maintains a strong belief in providing all students with a comprehensive education, which includes the arts as a part of that core curriculum. In order to strengthen the teaching of the arts by providing a vision, focus and support for arts education, VUSD, in collaboration with the Ventura Educational Partnership Arts Collaborative, designed an Arts Education Master Plan, which will serve as a blueprint for integrating the arts into all K-12 VUSD students' curricula. The plan is district driven.

In July 2008, the VEP Arts Collaborative engaged Arts Education consultant, Celena Turney to provide coaching and group facilitation for the development of Phase I of a district-wide Arts Education Master Plan. A Visual and Performing Arts Task Force was convened and designed the implementation plan under consideration at the September 2009 Board of Education meeting. The following components formed an integral part of the planning process:

1. 3-5 year Practical Vision Statement
2. Strategic Directions
3. Short-term Implementation Plan beginning with the 2009/2010 school year

State of the Arts at the Elementary Level in the Ventura Unified School District

Strengths

- All four art forms are offered
- District specialists in Music and Visual Arts
- All-district 3rd –5th grade Choir
- Collaboration with outside agencies
- VEP Grants support instruction, resources, and extended learning opportunities at cultural institutions and museums
- Some after school arts-centered programs are offered

Challenges

- High student/music teacher ratio negatively impacts student learning
- Lack of time to incorporate the arts into the curriculum on an ongoing basis
- Absence of district-wide instrumental music program for upper elementary students
- Lack of coherent, consistently offered, standards-based art instruction for each grade level
- Lack of funding to support the hiring of more art/music teacher specialists

Arts Education Policy

Ventura Unified School District

BP6142.6

The Governing Board recognizes that Arts Education, including dance, music, theatre, and visual arts, is part of the core curriculum for all K-12 students and that the value and benefits of arts education have been extensively documented. The Board also recognizes that instruction in the basic skills and content knowledge of the arts develops perceptual abilities that extend to all careers and areas of life. An arts education enables students to develop an appreciation of the arts, critical and creative thinking skills, initiative, self-expression, self-esteem, and discipline.

Given the richness in diversity and multiculturalism in the State of California, the arts build bridges between cultures by helping pupils broaden their perspectives to better understand their world and the diverse cultural influences that surround them. Communication, imagination, appreciation for various cultures, and information are keys to career opportunities, education, and a life-long appreciation of the arts. Therefore, it is the policy of the Ventura Unified School District to acquaint all students with the joy of the arts so they can perform, produce, and appreciate what art can do for them and for the world.

The Board encourages development, implementation, and evaluation of quality, standards-based sequential and comprehensive pre-K through adult arts education, with equity and access for all. The arts education program should enable students to achieve the goals outlined in the Content Standards for California Public Schools, which include the Visual and Performing Arts Content Standards.

The Board also encourages 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.

The Superintendent or designee shall develop a budgeted plan, establish procedures to implement Board policies, and provide for the on-going review, evaluation and development of the District's arts education program.

Policy VENTURA UNIFIED SCHOOL DISTRICT

adopted: September 9, 2008 Ventura, California

Strategic Directions for Elementary Visual and Performing Arts

- Communicate and build awareness of district's arts education plan.
- Develop a funding plan to sustain arts education.
- Promote the district's arts vision and plan through active and informed leadership.
- Dedicate a visible space at each school site for sharing arts learning and arts appreciation.
- Nurture community partnerships.
- Build an integrated standards-based sequential curriculum for Elementary Music and Visual Arts.
- Allocate time and resources for professional development days in the arts.

Phase I and II Goals for Elementary Visual and Performing Arts

Phase I Goals

1. Adopt a multi-phased 3-year district-wide plan for Elementary Visual and Performing Arts.
2. Develop an informational brochure and power point presentation to communicate about and advocate for VUSD's Elementary Arts Education Plan.
3. Establish a committee to research and develop funding opportunities from multiple sources.
4. Establish arts docents for each elementary school.
5. Foster Community Outreach Partnerships for showcasing student work.
6. Ensure consistency in VAPA curriculum development.
7. Create a foundational understanding of sequential standards-based instruction in the arts for classroom teachers and administrators.

Phase II Goals

1. Develop a comprehensive Arts Assessment plan for the Visual and Performing Arts to "inform and improve instruction as well as to provide accountability."
2. Create standards-based dance and theatre programs at the Elementary level. Develop personnel and budget plans to support these new programs.
3. Articulate district-wide K-12 coursework and learning goals for the Visual and Performing Arts.

Strategic Directions for Music and Visual Arts Education in Ventura USD

What innovative, substantial actions will move us toward our vision?

<p>Sustainability</p> <p>Policy, Funding, Program Evaluation, Communication, Advocacy, District Leadership</p>	<p>Communicate and build awareness of district's arts education plan.</p> <ul style="list-style-type: none"> • Develop an informational brochure and power point presentation to communicate process to all constituents • Present progress to-date at Board meeting • Begin evaluation process – inventory facilities and resources of existing arts education program 	<p>Develop a funding plan to sustain arts education.</p> <ul style="list-style-type: none"> • Investigate methods for obtaining Parcel Tax Funds for the Arts • Research potential Corporate Sponsors • Create and implement other fundraising opportunities 	<p>Promote the district's arts education vision and plan through active and informed Leadership.</p> <ul style="list-style-type: none"> • Adopt a multi-phased 3-year district-wide plan for Elementary Visual Arts and Music • Write Administrative Regulations for Arts Education Program
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<p style="text-align: center;">Infrastructure</p> <p style="text-align: center;">Admin/Coordination, Personnel, Facilities and Equipment, Partnership and Collaboration</p>	<p>Dedicate a visible space at each school site for sharing arts learning and arts appreciation.</p> <ul style="list-style-type: none"> • Designate spaces for “Art/Music of the Month” and Picturing America (cafeteria, bulletin boards, faculty lounge, office) • Foster the development of an arts media resource area in school libraries 	<p>Nurture Community Partnerships.</p> <ul style="list-style-type: none"> • Develop library-school connections to the arts • Craft a grant proposal process that is aligned with vision and provide technical assistance for new grant process (VEP) 	
<p style="text-align: center;">Content</p> <p style="text-align: center;">Curriculum, Pedagogy, Student Assessment, Professional Development</p>	<p>Build an integrated standards-based sequential curriculum for Elementary Music and Visual Arts.</p> <ul style="list-style-type: none"> • Continue development of K-5 Visual Arts curriculum • Begin development of K-5 Music curriculum 	<p>Allocate time and resources for professional development days in the arts.</p> <ul style="list-style-type: none"> • Present foundational in-service for classroom teachers in the arts • Develop plan and continue coaching/classroom demos in K-5 Visual Arts 	



Ventura Unified School District Elementary Arts Education Master Plan

Focus Area: Sustainability

Phase	Goal	Implementation Task	Time Frame	Persons Responsible and Possible Funding Sources
Phase I. Elementary	1. Communicate and build awareness of district’s elementary arts education plan.	1a. Regularly update Board on arts planning process 1b. Develop an informational brochure and power point presentation to communicate	<ul style="list-style-type: none"> • September 2009 and quarterly thereafter 	<ul style="list-style-type: none"> • Debbie Golden • Arts Master Plan Design Team

		<p>process to all constituents</p> <ul style="list-style-type: none"> • Establish a communications committee to inform internally and externally • Develop a communications/marketing plan • Create brochure and power point • Festival of Talent • Utilize all performances to highlight the Arts Master Plan <p>1c. Continue evaluation process – inventory facilities and resources in elementary schools</p> <ul style="list-style-type: none"> • Maintain inventory of all facilities and resources at elementary schools including photographs of equipment and supplies 	<ul style="list-style-type: none"> • October 2009 • October 2009 • September 2009 • Annually • Ongoing • Ongoing 	<ul style="list-style-type: none"> • VEP Arts Collaborative • K. Asher/C. Coffey • D. Golden, G. Lees, K. Lawson; In-Kind Contributions City of Ventura; VEP; other sources TBD • K. Asher • K. Asher • K. Asher • Arts Teacher Specialists
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Focus Area: Sustainability

<p>Phase I. Elementary</p>	<p>2. Develop a funding plan to sustain arts education at the Elementary level.</p>	<p>2a. Establish a committee to research funding opportunities</p> <ul style="list-style-type: none"> • Investigate methods for obtaining Parcel Tax Funds • Continue researching potential Corporate Sponsors • District Arts Documentary • Craft a grant proposal process that is aligned with the Arts Master Plan vision • Create and implement other fundraising opportunities (auction off children's art, headliners concert) • Begin compiling sources and information from investigations, research, contacts, etc. <ul style="list-style-type: none"> ○ Draft letters of intent ○ Compile testimonials, photos of student work, etc. ○ Create contact data files <p>2b. Develop tools to support research efforts</p> <ul style="list-style-type: none"> ○ Web presence ○ Letter of Introduction ○ Brochure ○ Talking Points ○ Power point presentation 	<ul style="list-style-type: none"> • August-December 2009 • November 2009 • November 2009 • December 2009 • Ongoing • Ongoing • September 2009-June 2010 	<ul style="list-style-type: none"> • D. Golden • D. Golden • K. Lawson • VEP Collaborative • Arts Master Plan Design Team • Arts Master Plan Design Team • K. Asher, C. Coffey and Team
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Focus Area: Sustainability

<p>Phase I. Elementary</p>	<p>3. Promote the district’s arts education vision and plan through active and informed Leadership.</p>	<p>3a. Adopt a multi-phased 3-year district-wide plan for Visual and Performing Arts</p> <ul style="list-style-type: none"> • Preview Arts Master Plan at Principal’s Meeting • VEP Arts Collaborative Kick-off meeting to review Arts Ed Master Plan draft with Arts Master Plan Design Team • Post plan on-line; make it available for review and comment • Submit Elementary Arts Ed Master Plan to Board for approval • Review and evaluate progress <p>3b. Write Administrative Regulations for Elementary Arts Education Program</p>	<ul style="list-style-type: none"> • August 17, 2009 • August 26, 2009 • August 2009 • October 13, 2009 • Quarterly • Fall 2011 	<ul style="list-style-type: none"> • K. Asher • G. Lees • K. Asher • K. Asher and Team • Arts Master Plan Design Team • K. Asher and Team
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Focus Area: Infrastructure

<p>Phase I. Elementary</p>	<p>4. Dedicate a visible space at each school site for sharing arts learning and arts appreciation.</p>	<p>4a. Establish arts docents for each Elementary school</p> <ul style="list-style-type: none"> • Develop description of duties • Present at Parent Advisory Committee Meeting • Create visual presentation of the arts for Open Houses • Communicate and disseminate talking points, materials, plans for “Art/Music of the Month” and Media Resource Area <p>4b. Designate spaces for “Art/Music of the Month” and Picturing America (cafeteria, bulletin boards, , office)</p> <ul style="list-style-type: none"> • Designate visible, accessible space for arts education • Develop advocacy/communication materials to ensure support of program <p>4c. Foster the development of an arts media resource area in school libraries</p> <ul style="list-style-type: none"> • Maintain a resource area that is visible and accessible to students • Utilize arts docents for resource area development • Begin compiling existing materials for inclusion in resource area (books, prints, videos, etc.) 	<ul style="list-style-type: none"> • November 2009 • October 6, 2009 • Spring 2010 • Spring 2010 • October 2009 • September-December 2009 • February 2010 • February 2010 • February 2010 	<ul style="list-style-type: none"> • Arts Teacher Specialists • Arts Teacher Specialists • Arts Teacher Specialists
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Focus Area: Infrastructure

<p>Phase I. Elementary</p>	<p>5. Nurture Community Partnerships</p>	<p>5a. Foster Community Outreach Partnerships</p> <ul style="list-style-type: none"> • Participate in the VEP Festival of Talent • Investigate community spaces for exhibiting student work throughout the year • Calendar opportunities for showcasing student work • Arts Collaborative Meeting • Community Outreach Festival (Celebration of the Arts Event) <p>5b. Establish Community Sing with Music Specialists</p> <ul style="list-style-type: none"> • Submit project proposal to Principals • Hold family sing-a-long nights • Hold community sing-a-log events 	<ul style="list-style-type: none"> • Ongoing • Ongoing • Ongoing • August 26, 2009 • June 2010 • October 19, 2009 • Ongoing • May 2010 	<ul style="list-style-type: none"> • D. Golden, K. Lawson, K. Riley, G. Lees • C. Coffey and Team • C. Coffey and Team • G. Lees • K. Lawson and Team • H. House • H. House • H. House
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Focus Area: Content

<p>Phase I. Elementary</p>	<p>6. Build sequential curriculum for Elementary Visual and Performing Arts.</p>	<p>6a. Continue development of K-5 Visual Arts curriculum</p> <ul style="list-style-type: none"> • Identify key standards • Develop scope and sequence for basic lessons • Develop plan for “Art/Music of the Month” • Coordinate with arts docents to support arts learning and arts appreciation goals • Begin implementation of “Art/Music of the Month” • Introduce integrated lessons at grade level meetings <p>6b. Begin development of K-5 Music curriculum</p> <ul style="list-style-type: none"> • Identify key standards • Develop scope and sequence for basic lessons • Develop plan for “Art/Music of the Month” • Coordinate with school site liaisons to support arts learning and arts appreciation goals • Begin implementation of “Art/Music of the Month” <p>6c. Ensure consistency in VAPA curriculum development</p> <ul style="list-style-type: none"> • Design lesson plan template • Hold quarterly meetings with teacher specialists and Curriculum and Instruction • Develop Elementary Visual Arts and Music curriculum <p>6d. Extend arts education opportunities</p>	<ul style="list-style-type: none"> • January 2010 • June 2010 • November 2009 • January 2010 • January 2010 • January 2010 • June 2010 • June 2010 • November 2009 • September 2009 • January 2010 • January 2010 • Beginning August 2009 • June 2010 	<ul style="list-style-type: none"> • Visual Arts Teacher Specialists • Music Teacher Specialists • K. Asher and Arts Teacher Specialists
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Phase I. Elementary	6. Build sequential curriculum for Elementary Visual and Performing Arts (cont.).	beyond the school day <ul style="list-style-type: none"> • Continue All District 3rd-5th grade choir – <i>Noteables</i> • Continue high school <i>Company</i> choir • Continue <i>Randy California Elementary Band</i> Project • DATA Visual Arts Academy 6e. Develop format, processes, and identify support personnel for curriculum development in dance and theatre	<ul style="list-style-type: none"> • Ongoing • Phase II • Ongoing • Summer 2011 • Phase II 	<ul style="list-style-type: none"> • H. House • P. Browne • C. Coffey • Arts Master Plan Design Team
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Focus Area: Content

<p>Phase I. Elementary</p>	<p>7. Allocate time and resources for professional development days in the arts.</p>	<p>7a. Create a foundational understanding of sequential standards-based instruction in the arts for classroom teachers and administrators</p> <ul style="list-style-type: none"> • Develop a plan for comprehensive teacher in-services in the arts; consider on-line professional development as a platform • Discuss benefits of sequential standards-based arts instruction • Define discrete and integrated arts instruction • Provide hands-on opportunities for skills-based integrated arts activities (Language Arts, Math, Science, Social Studies) <p>7b. Develop plan and continue coaching/classroom demos in K-5 Visual Arts and Music</p> <ul style="list-style-type: none"> • Review expectations and procedures for receiving arts coaching and lesson demos • Provide follow-up demos online to classroom teachers Provide a variety of coaching opportunities to teachers • Survey teachers to determine their awareness and incorporation of arts education in Ventura Unified School District (survey monkey) 	<ul style="list-style-type: none"> • Ongoing • September 2009 • January 2010 • March-June 2010 • Ongoing • October '09 – June '10 • Annually 	<ul style="list-style-type: none"> • K. Asher and Arts Teacher Specialists • Arts Teacher Specialists • K. Asher
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**First Year Implementation Plan for Arts Education, Ventura Unified School District
September 2014**

Focus Area: Content Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development					
1st Year Goals	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Possible Funding Sources/Person Responsible
Examine secondary music and visual arts curriculum for best practices in content and delivery	<ul style="list-style-type: none"> Develop and send questionnaire to Middle and High School teachers to complete assessing what is the status of program and current needs 	<ul style="list-style-type: none"> Gather and analyze responses 	<ul style="list-style-type: none"> Address inequities in arts and music programs including class size, Special ED Support, and scheduling conflicts (FTHS vs. BHS/VHS), and transportation 	<ul style="list-style-type: none"> Prepare report to share with all stakeholders 	<ul style="list-style-type: none"> Kathy Asher and Music and Visual Arts Department Counselors
Research existing model programs for secondary music and visual arts (include stakeholders on team)	<ul style="list-style-type: none"> Identify exemplary programs outside the district Look for districts similar in size and demographics Look for culturally relevant curriculum, inclusion 	<ul style="list-style-type: none"> Consolidate research results 	<ul style="list-style-type: none"> Identify teachers to visit other programs identified 	<ul style="list-style-type: none"> Share findings with all arts and music teachers 	<ul style="list-style-type: none"> District-wide Professional Development Days Measure Q

**First Year Implementation Plan for Arts Education, Ventura Unified School District
September 2014**

Focus Area: Content (continued) Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development					
1st Year Goals	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Possible Funding Sources/Person Responsible
Develop a Professional Learning Community for Secondary Music and Visual Art Teachers	<ul style="list-style-type: none"> Examine curriculum content and delivery through sharing of program elements 	<ul style="list-style-type: none"> Hold district-wide professional learning community for all secondary art/music teachers 	<ul style="list-style-type: none"> Ongoing sharing of ideas and programs 	<ul style="list-style-type: none"> Ongoing sharing of ideas and programs 	<ul style="list-style-type: none"> Professional learning day Measure Q
Align arts curriculum with what post-secondary and professional work force expect	<ul style="list-style-type: none"> Research post-secondary expectations 	<ul style="list-style-type: none"> Compile information Report on findings (include high school counselors) 			<ul style="list-style-type: none"> VUSD Arts/Music Teachers Career Counselors

**First Year Implementation Plan for Arts Education, Ventura Unified School District
September 2014**

Focus Area: Infrastructure Adequate Funding, Facilities & Equipment, Partnerships & Collaborations, Program Administration & Personnel					
1st Year Goals	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Possible Funding Sources/Person Responsible
Establish an internal district-wide read-only calendar.	<ul style="list-style-type: none"> Review existing calendaring tools, access, and viewing procedures 	<ul style="list-style-type: none"> Create the ability for viewers to see possible conflicts with events occurring district-wide 	<ul style="list-style-type: none"> Make changes to ensure that those planning an event have accurate real-time info 	<ul style="list-style-type: none"> Communicate new calendaring procedures 	<ul style="list-style-type: none"> Julie Judd
Inventory and monitor existing resources for secondary music and visual arts program	<ul style="list-style-type: none"> Create district-wide inventory for musical (instruments, sheet music) and art (equipment and consumables) Get feedback on forms from music and art teachers 	<ul style="list-style-type: none"> Set target goals for surveys 	<ul style="list-style-type: none"> Distribute surveys Establish accountability system for musical equipment 	<ul style="list-style-type: none"> Share status quo report 	<ul style="list-style-type: none"> Daniel Algazy
Create a sustainability budget for district-wide music and art program	<ul style="list-style-type: none"> Gather information about current funding Look for consistent expenditures throughout district 	<ul style="list-style-type: none"> Disseminate findings for secondary content Review elementary budget for consistency 	<ul style="list-style-type: none"> Draft line-item district budget template 	<ul style="list-style-type: none"> Create secondary music and art budget for 2015-2016 	<ul style="list-style-type: none"> Kathy Asher

**First Year Implementation Plan for Arts Education, Ventura Unified School District
September 2014**

Focus Area: Sustainability Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy					
1st Year Goals	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Possible Funding Sources/Person Responsible
Develop a centralized arts website and/or “State of the Arts” newsletter on a regular basis	<ul style="list-style-type: none"> Identify scope and purpose of newsletter Establish Arts teaching co-op team to create newsletter 	<ul style="list-style-type: none"> Create newsletter template to gather and post arts info (California Arts Association, VEP, Ventura County Of Education, Chamber of Commerce) 		<ul style="list-style-type: none"> Website on-line 	<ul style="list-style-type: none"> Natalie Spevak
Include arts questions on Local Control Accountability Plan survey	<ul style="list-style-type: none"> Review as a part of LCAP review with advisory committees 	<ul style="list-style-type: none"> Continuously review 	<ul style="list-style-type: none"> Continuously review 	<ul style="list-style-type: none"> Continuously review 	<ul style="list-style-type: none"> Kathy Asher
Gather/analyze student data – identify which groups are included or excluded from taking arts courses	<ul style="list-style-type: none"> Compile data and begin analysis of barriers to students taking the arts 	<ul style="list-style-type: none"> Continue with data gathering currently underway 	<ul style="list-style-type: none"> Report out findings 		<ul style="list-style-type: none"> Kathy Asher

**First Year Implementation Plan for Arts Education, Ventura Unified School District
September 2014**

Focus Area: Sustainability (continued) Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy					
1st Year Goals	Quarter 1 Implementation Tasks	Quarter 2 Implementation Tasks	Quarter 3 Implementation Tasks	Quarter 4 Implementation Tasks	Possible Funding Sources/Person Responsible
Survey MS/HS students – Are you in the arts? If not, why not? If yes, why?	<ul style="list-style-type: none"> • Develop yearly survey • Decide administration method, time frame 	<ul style="list-style-type: none"> • Administer survey 	<ul style="list-style-type: none"> • Set up task force to review findings from student survey and from Local Control Funding Formula data 	<ul style="list-style-type: none"> • Make recommendations for future years to improve access to arts programming 	<ul style="list-style-type: none"> • VUSD • School site principals • Counselors
Build parent and community awareness of the arts through advocacy	<ul style="list-style-type: none"> • Develop on-going newsletter • Make community presentations 	<ul style="list-style-type: none"> • Highlight programs at each site (School of Choice window) 			<ul style="list-style-type: none"> • Art and Music Teachers

**Secondary Arts Education Plan 2015-2017
Ventura Unified School District**

Focus Area: Content Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development			
Phase and Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	Provide consistent, dedicated accessible gallery spaces on school campuses and the community	<ul style="list-style-type: none"> • Define educational purpose and scope of rotating gallery showcases • Develop a management/logistics plan for student art showcase • Identify leader- liaisons at each school site • Identify existing dedicated spaces (within district) • Hold quarterly meetings with arts teachers 	<ul style="list-style-type: none"> • Art teachers
2015-2016	Re-establish secondary vocal programs district-wide	<ul style="list-style-type: none"> • Look at current course descriptions • Determine viable courses • Create district-wide inventory system for Choral Music (music, equipment, costumes, props, decorations) • Look at master schedule for best fit • Extend day to 7 periods • Create awareness of program to students (Feb. 2015) 	<ul style="list-style-type: none"> • Secondary Site Administrators
2015-2016	Provide opportunities for qualified professional artists to work with/coach students	<ul style="list-style-type: none"> • Establish educational purpose of artists' visits • Establish a database of vetted professional artists • Use newsletter for seeking artists/musicians (percussionist, water colorist, vocalist) • Reaching out to professional organizations 	<ul style="list-style-type: none"> • Art and Music Teachers • No cost

**Secondary Arts Education Plan 2015-2017
Ventura Unified School District**

Focus Area: Content (continued) Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development			
Phase and Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	Provide consistent, dedicated accessible gallery spaces on school campuses and the community	<ul style="list-style-type: none"> • Identify community venues for rotating student art showcases • Build system for getting artwork to community venues 	<ul style="list-style-type: none"> • Art teachers
2016-2017	Re-establish secondary vocal programs district-wide	<ul style="list-style-type: none"> • Determine staffing needs for vocal program • Establish budget (personnel and materials/equipment) • Review job description, revise for fit 	<ul style="list-style-type: none"> • Secondary Site Administrators
2016-2017	Provide opportunities for qualified professional artists to work with/coach students	<ul style="list-style-type: none"> • Establish a budget for professional artists' visits • Set-up a schedule of visiting artists • Highlight visits in Newsletter 	<ul style="list-style-type: none"> • No cost

**Secondary Arts Education Plan 2015-2017
Ventura Unified School District**

Focus Area: Infrastructure Adequate Funding, Facilities & Equipment, Partnerships & Collaborations, Program Administration & Personnel			
Phase and Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	Establish Annual District-wide “Arts Week” Festival	<ul style="list-style-type: none"> • Establish Festival Committee <ul style="list-style-type: none"> ○ identify educational component ○ meet and determine partners, theme, guidance, limitations ○ Sub-committee – venue, advertising, schedule of events (a concentrated multi-day, multi-venue “Arts Week”) • Hold Festival in Spring 2017 	<ul style="list-style-type: none"> • Fundraising • District
2015-2016	Develop a plan for replenishing and purchasing new equipment/instructional materials	<ul style="list-style-type: none"> • Communicate that every student and family is responsible for district property in the arts • Keep annual inventory of instruments and high-cost non-consumable art supplies 	<ul style="list-style-type: none"> • Visual and Performing Arts Coordinator • Daniel Algazy
2015-2016	Establish consistent long-term budgeting process that allows carry-over and fluidity	<ul style="list-style-type: none"> • Investigate how the district can budget/fund the arts as any other subject area (budget also to include repair, replacement of instruments, consumables, technology and software) • Establish consistent recordkeeping practices/budgets for all arts education expenditures and income • Develop district-wide accountability plan for arts funding and allocation 	<ul style="list-style-type: none"> • Possibilities through Local Control Funding Formula • Measure Q • District Leadership team

**Secondary Arts Education Plan 2015-2017
Ventura Unified School District**

Focus Area: Sustainability Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy			
Phase and Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2015-2016	Establish district-wide Visual and Performing Arts Coordination	<ul style="list-style-type: none"> • Define goals/responsibilities for VAPA Coordination • Create survey to find out specific need • Investigate clerical and accompanist support for music • Research VAPA Coordinator positions in other districts • Determine VUSD VAPA priorities • Write job description for Coordinator • Get input/approval from HR • Explore funding sources 	<ul style="list-style-type: none"> • Kathy Asher/Executive Cabinet • Human Resources
2015-2016	Develop connection to feeder schools: coordinated effort among elementary, MS and HS	<ul style="list-style-type: none"> • Hold quarterly meetings among arts/music teachers on district or stipend (mandated) in-service time 	<ul style="list-style-type: none"> • Visual and Performing Arts person • District payment (release time) or stipend
2015-2016	Create multi-media info clips that illustrate arts offerings at each site (for students/families)	<ul style="list-style-type: none"> • Create a digital template for all schools and departments to use • Explore media to be used – film, CD • Identify potential uses and craft distribution plan <ul style="list-style-type: none"> ○ For production ○ For showing 	<ul style="list-style-type: none"> • Heidi House/Frank Tovar • Caps – Foothill • Measure Q

First Year Implementation and Phased Secondary Arts Education Plan for VUSD/September 2014

**Secondary Arts Education Plan 2015-2017
Ventura Unified School District**

Focus Area: Sustainability (continued) Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy			
Phase and Year	Goals	Implementation Tasks	Budget Implications. Possible Sources for Funding. Point Person(s)
2016-2017	Restore and expand elective course offerings in the arts	<ul style="list-style-type: none"> • Explore block scheduling at the high school • Explore 7th period at the middle school • Explore arts clubs as a way to expose students to the arts • Establish appropriate staffing needs/hire as necessary 	<ul style="list-style-type: none"> • Principals and counselors • School Board/Kathy Asher/Trudy Arriaga
2016-2017	Map arts content, delivery, assessment across district – vertical articulation	<ul style="list-style-type: none"> • Develop 8th and 12th grade benchmarks for secondary music and visual arts 	<ul style="list-style-type: none"> • Kathy Asher