

Manteca Unified Strategic Arts Education Plan



2023-2028

In the Fall of 2022, Anthony Dahl, the Visual and Performing Arts Coordinator for the Manteca Unified School District was encouraged and supported to convene a group of leaders to create the first ***Strategic Arts Education Plan*** for the District. Over the course of September-November 2022, the team met for a full day once a month to build consensus and envision greater access and equity to arts education for every student.

Manteca Unified Strategic Planning Team 2022

- Mariah Alcazar, Student, Manteca High School
- Katie Arroyo, Special Education Teacher, French Camp Elementary School & MUSD Parent
- José Barron, retired Music Teacher/ Mariachi Coach
- Shannon Beattie, Music Teacher, Walter Woodward (K-8) School & MUSD Parent
- Kimberly Bodene, Primary Classroom Teacher, Brock Elliott School
- Jiana Boudreaux, Visual Arts Teacher, Manteca High School
- Desiree Bugarin- Instrumental Music Teacher, Lathrop High School
- Joel Castillo Javillonar, Student, Weston Ranch High School
- Erika Chapman- Director of Student Events, San Joaquin COE & MUSD Parent
- Anthony Dahl- TOSA: VAPA Coordinator
- Kira Eadington, Ceramics Teacher, Sierra High School & MUSD Parent
- Troy Fast, Principal, Weston Ranch High School
- Jackie Kist-Anderson, Primary Classroom Teacher, Mossdale Elementary
- Samantha McGonigle, Art Teacher, Calla Continuation High School
- Taylor Mestres, Junior High Classroom Teacher, Nile Garden (K-8) School
- Martha Rosas, Ballet Folklórico Coach/ Bilingual Aide, French Camp (K-8) School
- Clara Schmiedt- Executive Director of Secondary Education, MUSD
- Annette Taser, Theatre Teacher, East Union High School
- Susan Taiariol, Counselor, East Union High School
- Stacy Valencia, Principal, Joshua Cowell (K-8) School
- Judy Xiong, Intermediate Classroom Teacher, Walter Woodward Elementary

Executive Summary: Manteca Unified School District Strategic Arts Plan

Why the arts? Why now?

A recent report from the Education Commission of the States tells us that one in three of today's school age children will hold an Arts-related job at some point in their life. Workers of tomorrow in all fields will need to be able to solve problems, to think critically, and to work together with diverse stakeholders; and those are the kinds of lessons that students learn in an arts class.

Our Arts Committee came together to write a strategic plan for all of Visual and Performing Arts in Manteca Unified. On the committee we had classroom teachers from different grade levels, art and music teachers, administrators, as well as parents, students and community members. Our goal was to create a document to guide the district's growth in the Arts over the next five years.

The purpose of the plan is to be able to address areas that we could improve upon and develop a document that has policy, proposed action plan, and proposed budget recommendations for providing sequential standards-based Arts education TK-12 in Manteca Unified. Based on recent legislation, Proposition 28 provides specific ongoing funding for the arts to every school district in California. The allocation for Manteca Unified school district is estimated at over three million dollars per year, every year. As of academic year 2023-24, this new funding will allow us to increase our Arts offerings here in the district. We are proud that we have an actionable arts plan that's ready to go to do what is best for our students.

As articulated by Visual Arts Teacher Jiana Boudreaux, "We're setting goals to set our students up for success to give them opportunities in the Arts. I needed art as a teenager when I went to Manteca High, and I was lucky to have access to Visual and Performing Arts. It was an outlet for me, it was a way to cope through things in life, it was a way to express myself, it was a way to understand myself better and I find that my students are doing the exact same thing. Our district has been awesome about listening to what we need and what we want and delivering on that, and we are very appreciative."

Our student representative Mariah Alcazar said, "(the arts) just brings out joy and it brings people together. Before taking art classes I didn't know what to do; I was picking at different careers and then I took art class and now I really, really want to do something involving the Arts. Without art I don't know who I would be."

The Arts really connect us to our humanity. We as human beings, long before we could write or compute or read, we were telling stories, we were making up dances, we were drumming, and painting on caves. Those are innately human things, and our students deserve to be able to explore that aspect of their shared humanity with their peers as part of their formal education. Through the Arts, we offer our students a chance to replace cultural barriers with cultural understanding and experience new perspectives within their community.

California Ed Code defines arts education as “including instruction in the subjects of dance, music, theatre, and visual arts” and dictates that it shall be included in first through sixth grade education (Section 51210) and offered in grades seven through twelve (Section 51220). In order to meet this requirement in an equitable, student-centered way, we need a framework, a budget, and a sufficient number of teachers and classified staff in the arts so that all elementary students have the opportunity to receive instruction in the basics of artistic literacy, creative thinking, and artistic processes, all middle school students have the opportunities to continue with more specialized instruction in their area(s) of interest, and all high school students have the opportunity to explore one or more arts disciplines in-depth and meet accomplished and advanced state standards. We are excited about the possibility of joining our district’s current level of support with the new Prop 28 money and we pledge that the funding will be allocated, spent, and reported appropriately and equitably.

–Anthony Dahl

Teacher on Special Assignment: Visual and Performing Arts Coordinator

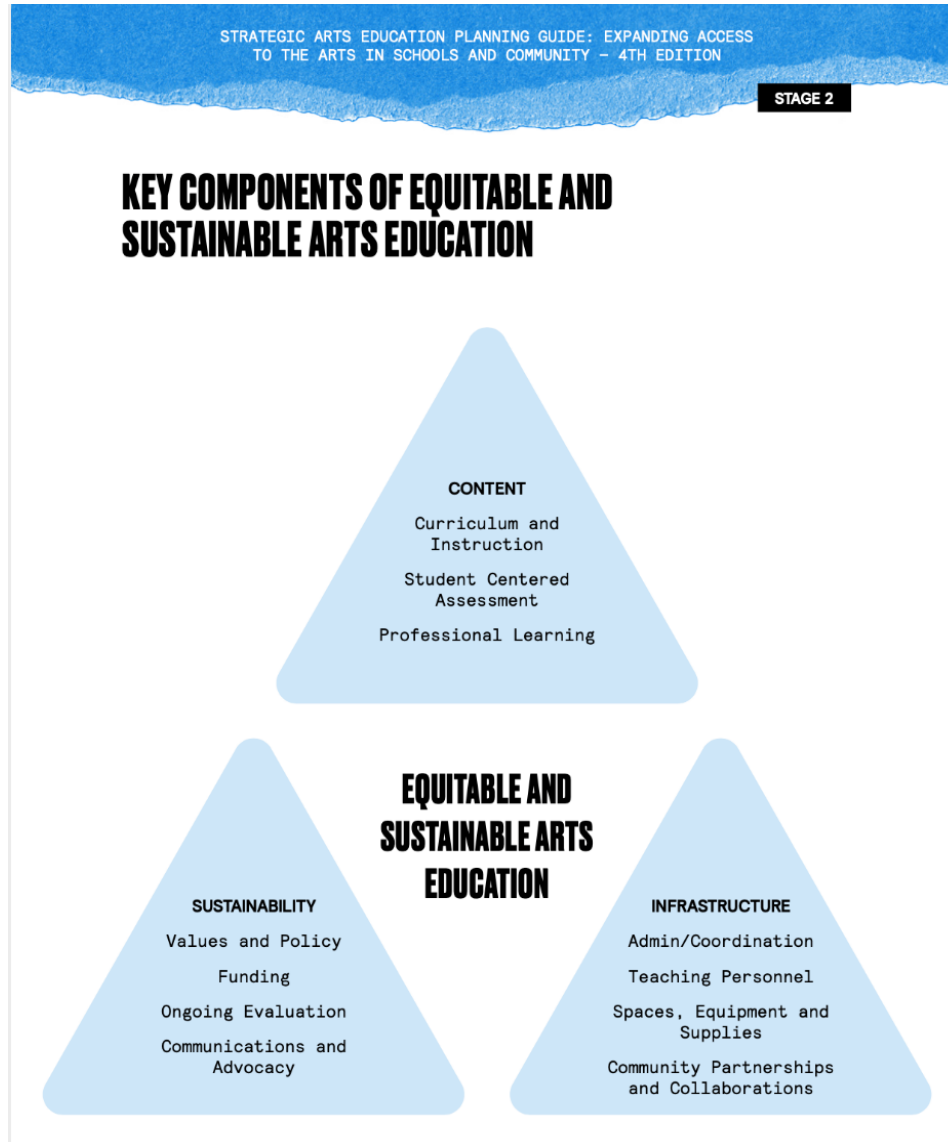
Manteca Unified School District



Manteca Unified School District

Every student works to achieve grade level standards, feels safe, and is supported to realize individual success.

Aligning our Strategic Arts Education Plan to the Vision of the District



Over the next five years, the leadership and educators of Manteca Unified School District will develop and provide:

Content

- A Culturally Comprehensive Arts Curriculum that fully supports all students with the five standards-aligned arts disciplines (music, dance, theatre, visual arts, and media arts).
- Valuable Experiences for Students in the Arts beyond the confines of the classroom and immediate community

Infrastructure

- An Outstanding Arts Faculty, recruited and retained with appropriate credentials to expand VAPA classes so that student interests are met.
- Adequate, Designated Permanent Spaces for VAPA classes, performances & display.
- Dedicated Time Allocated for the Arts at the Elementary Level, Supported with Adopted Curriculum and Staffing
- Adequate, Appropriate Supplies and Equipment to Support the Arts in a Timely Way

Sustainability

- Active, Engaged Community Partners for ongoing collaboration
- A Clear System with Defined Budgets for available yearly funding, dedicated to supporting VAPA Programs as Core Curriculum

The Strategic Arts Planning Process Included:

1. Review of current arts programs and practices in the district;
2. Identification of a Practical Vision for the Arts for the next five years;
3. Identification of Strengths and Challenges;
4. Clarification of Strategic Directions to define plan priorities;
5. Writing the Action Plan to articulate Goals, Actions and Timeline.





Manteca Unified School District Strategic Plan for Arts Education: Strategic Directions and Key Goals

Strategic Direction 1: Arts Teaching And Learning Content

- 1.1 Develop and implement a Culturally Comprehensive Arts Curriculum that fully supports all students with the five standards-aligned arts disciplines
- 1.2 Provide curricular-based experiences for students in the arts beyond the confines of the classroom. and immediate community.
- 1.3 Allocate Funding and Time for Relevant Professional Development in Arts and Arts Integration

Strategic Direction 2: Arts Teaching and Learning Infrastructure

- 2.1 Recruit and Hire Qualified Teachers and Paraprofessionals
- 2.2 Allocate Designated VAPA time in site schedules
- 2.3 Identify, Build and Protect VAPA Spaces with Proper Equipment and Supplies

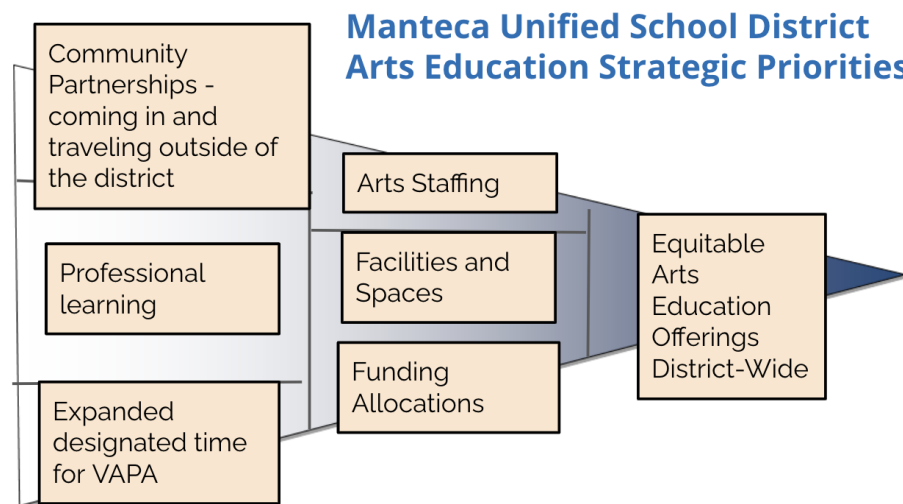
Strategic Direction 3: Sustainability for the Arts in the District and in the Community

- 3.1 Identify and Activate Community Partnerships
- 3.2 Communicate, Promote and Support VAPA across all sites.
- 3.3 Determine and implement a clear system with defined budgets for available yearly funding, dedicated to supporting VAPA Programs as Core Curriculum

The **Priority Wedge** is a tool that shows the Strategic Arts Plan “at a glance” and clearly identifies the priorities and the way forward for the plan as a whole. As parts of the plan are implemented, priorities will be adjusted accordingly, to be responsive to emerging needs and opportunities. The leading point of the wedge signifies the strategic lever that will allow all other areas to activate. A TK-12 comprehensive, culturally informed curriculum in the arts disciplines of dance, music, theatre, visual arts, and media arts, along with an intentional approach to arts integration will create a framework for arts teaching and learning district-wide.

Supporting the arts teaching and learning will be the infrastructure support of expanded arts staffing, proper facilities and dedicated arts spaces and funding that will ensure vibrancy of the programs long term.

Arts programs in Manteca Unified School District will be sustainable over time with a focus on ongoing, relevant professional learning for educators, commitment of time to the arts within the school day and community partnerships, providing students the opportunity to experience professional artistry in the schools and in the greater area.



Strategic Direction 1: Arts Teaching and Learning Content

- 1.1 Develop A Culturally Comprehensive Arts Curriculum that fully supports all students with the five standards-aligned arts disciplines
- 1.2 Provide valuable experiences for students in the arts beyond the confines of the classroom and immediate community.
- 1.3 Allocate Funding and Time for Relevant Professional Development in Arts and Arts Integration

Goal 1.1 Develop A Culturally Comprehensive Arts Curriculum that fully supports all students with the five standards-aligned arts disciplines					
Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
1	Adopt Arts Curriculum with funding allocated	Determine budget for adoption. Move through the process to adopt QUAVER (Music) and Art of Education (Visual Arts) district-wide	VAPA Coordinator and Administration	General Fund	Curriculum is adopted and utilized district wide.
1	Identify Curriculum Development Staffing	Create a list of teachers for each VAPA subject district-wide Identify lead contact per subject area at the secondary level (Determine who should be	VAPA Coordinator	Prop 28	Curriculum teams are mapped out for each VAPA content area

		<p>the high school contact person at each site)</p> <p>Identify Elementary arts leads - designate a contact person at each site</p> <p>Determine feasibility of a stipend for designated Arts Leads at each site.</p>			
1	<p>Invite Team Members to participate in Curriculum groups by subject and/or grade levels</p>	<p>Invite team members to build curriculum (or consider purchasable curriculum to pilot) and scope and sequence</p> <p>Determine best schedule and number of days</p> <p>Identify populations to help ensure representation of cultural diversity.</p> <p>Include SEL and the Global Majority in curriculum development.</p>	VAPA Coordinator	Designated Curriculum Funding	<p>Team members are invited to participate in curricular teams.</p> <p>Stipends/extra duty pay is provided where applicable.</p>

1	Provide Curriculum Development Planning Time at the High School Level	<p>Determine what curriculum is already in place.</p> <p>Explore possibility of providing sub days by subject to develop curriculum and continue each consecutive year for updates and continuation of curriculum development</p> <p>RCD training by subject provided to create a foundation</p>	Curriculum Team Members	AB 181 or PD Funds	<p>Curriculum and Scope and Sequence is developed and shared across sites</p> <p>Curriculum is updated yearly to incorporate changes in populations and needs</p> <p>Professional development is provided for all arts teachers annually</p>
1	Develop/ adopt VAPA curriculum for High School	<p>Scope and Sequence/ Curriculum is articulated and shared.</p> <p>Determine needs for professional learning</p>	Curriculum Team Members		By the end of Phase I, secondary VAPA teachers will have a district-wide curriculum/scope & sequence.

1-2	Provide Curriculum Development Planning Time at the K-8 Level	<p>Determine what curriculum is already in place.</p> <p>At the K-8 level, define grade levels to begin to focus on to develop arts integration approaches and develop curriculum (or consider purchasable curriculum to pilot)</p> <p>Provide regularly scheduled paid time for curriculum development with grade level teams/ leads</p> <p>Collect and share grade level arts integration ideas and lessons. Include Arts Toolbox (easier and useful)</p>	Curriculum Team Members	AB 181 or PD Funds	Scope and Sequence and arts integrated lessons are developed for the K-8 grade levels, shared across sites.
1	Use Art Invasion (video-based curriculum) as a starting point.	Develop self-contained lessons for 4-6 classroom teachers that integrates with the ELA and/or Social Studies curriculum	VAPA Coordinator Visual Art Specialists Explore Outside Consultant Arts Leads (facilitate material distribution)		Arts Integrated Lessons are implemented with professional learning for Grades 4-6 classroom teachers.

					Ongoing evaluation supports development.
1	Develop/ adopt VAPA curriculum for TK-8	<p>Refine essential standards to be reflected on report cards</p> <p>Determine arts areas taught in each grade level/span (grade articulation)</p> <p>Scope and Sequence/ Curriculum is articulated and shared</p> <p>Determine needs for professional learning</p>	Curriculum Team Members		By the end of Phase I, elementary VAPA teachers will have a district-wide curriculum
2-3	Create ease of use and resource sharing of arts curriculum	Make curriculum available for credentialed arts teachers and arts integration opportunities	VAPA Coordinator IT Dept		Curriculum becomes standard and widely utilized across the district
1	Convene and support ongoing quality instructional practices	After school PLC/QISA time is provided and educators are compensated.			PLCs meet to address quality instructional practices

		If situation evolves, PLCs may meet with release time during the school day (Phase 2 onward)			
1	Consider how ELOP arts classes after school can support instruction within the school day	<p>Communicate and coordinate with ELOP program to create extended arts opportunities for students “clubs”</p> <p>Start/ Continue 4-8 strings and mariachi instruction after-school with the goal of moving them inside the day within five years.</p> <p>Consider adding dance programs (funding for space)</p>	VAPA Coordinator ELOP Coordinator	ELOP Funds	ELOP programs extend opportunities for students to pursue the arts
1	Consider how summer arts classes can support and extend instruction from the academic year.	Survey parents/stakeholders regarding theatre/dance enrichment for the Summer (or other options)	VAPA Coordinator ELOP Coordinator Student Services (SJCOE)	ELOP Funds	Summer arts programs are planned with student and parent interest included.

1-3	Create an opportunity for district wide site arts leads to come together to annually update plan/ share best practices, etc.	Based on the curriculum development, determine interest in ongoing collaboration as a district-wide arts team	VAPA Coordinator Site Arts Leads		Site Arts Leads collaborate and meet as a District Arts Team
Goal 1.2 Provide curricular-based experiences for students in the arts beyond the classroom.					
Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
1	<p>Support student learning of presenting and curating arts</p> <p>Students to see, hear, experience professional arts in their culture. More exposure to professional arts community</p>	<p>Develop a system to determine what field trips/ community experiences best support curriculum K-12, equitable to all.</p> <p>Dedicated year-after-year grade level field trips.</p> <p>Curriculum to amplify learning experiences.</p>	Committee	<p>Prop 28</p> <p>Restore dedicated funding from the past</p> <p>Senior Cultural Experience Grant (one-time funds)</p>	<p>More students to have the experience of seeing professional art/performers</p> <p>More students have access to people and art who create the culture of the community/ our world</p>

1	Incorporate professional presentation and field experiences for class curriculum	<p>Find a variety of professionals and present their skills and experiences of their industry. (Virtual or in-person)</p> <p>Record presentations for future use.</p> <p>Teachers give lessons connected to each and branch to other similar careers</p>	A sub-committee of the curriculum team or arts lead team		Relevance to arts curriculum being taught, students experience and understand first-hand.
Phase 1	<p>Publish an arts asset map</p> <p>https://docs.google.com/presentation/d/1hrzEK9mVafb8VoUyEjN4BVKZ_X_qfYdZ_hsOuZn26G0U/edit?usp=sharing</p>	<p>Create listing and procedure for site-initiated and district-initiated field trips.</p> <p>Cross reference logistical info (grade level/timing/standard/cost/transportation)</p>	A sub-committee of the curriculum team or arts lead team		Working/updated arts asset map with listing and procedures to use for field trips

		Based on site or district initiation- contact field trip location/ keep and discuss partnership			
2025-2026 Phase 3-	International Arts Field Trip	Determine interest and feasibility of international arts field trips High School only.	Explore possibility of district arts foundation to help with funding (see 3.3)		Based on funding and interest students are able to experience in-depth study of the arts in another country

Goal 1.3 Allocate Funding and Time for Relevant Professional Development in Arts and Arts Integration					
Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
2	Provide K-8 VAPA specialist teachers with ongoing	Calendar/Plan VAPA-specific/ relevant PD	VAPA Coordinator		By the end of Phase 2, elementary VAPA teachers will receive

	professional development	<ul style="list-style-type: none"> -Teaching essential standards -Assessment and data analysis -Grading (how to grade) based on selected key arts standards 			Paid training that will increase their comfort with teaching essential standards, assessment and data, and grading (survey).
1-3	Provide K-8 classroom teachers with professional learning in arts integration	<p>Determine system for arts integration:</p> <ul style="list-style-type: none"> -coaching in classrooms -professional development workshops -collaborative time to develop arts integrated lessons <p>Include assessments/rubric support</p>	Identify arts integration “coaches” or Arts Specialists to provide ongoing support and curriculum		Teachers will support multiple curricular areas with arts-based strategies at the elementary level in addition to arts specific content.
	Determine what secondary VAPA teachers need for ongoing professional learning	<ul style="list-style-type: none"> -relevant professional learning in their own arts discipline with district-wide colleagues -support for attendance at conferences 	VAPA Coordinator QISA Groups Director of Professional Learning		Secondary VAPA teachers will be supported with relevant professional development

Strategic Direction 2: Arts Teaching and Learning Infrastructure

2.1 Recruit and Retain Qualified Credentialed Arts Teachers and Classified Personnel with appropriate experience to expand VAPA classes to meet student needs.

2.2 Allocated **dedicated time** for VAPA at Elementary level supported by adopted curriculum and staffing

2.3 Identify, Build and Protect VAPA Spaces with Proper Equipment and Supplies

The following section outlines the suggested hiring proposal for Proposition 28 Funds allocated to the District:

Total funds: \$3,220,000 (80% for staffing)

Estimated number of credentialed teachers to be hired: 23

Teachers will be hired in the following equitable allocation:

Arts Integration Instructional Coaches for elementary K-6: 4 Visual Arts and 4 Performing Arts (TOTAL 8)

Middle School Grades 7-8th: 4 FTE Music and 4 FTE Visual Arts (TOTAL 8)

High School Grades 9-12: 7 FTE to meet Student Demand (TOTAL 7)

Estimated number of classified support staff to be hired: equivalent to 3 FTE approximately

Goal 2.1 Recruit and Retain Qualified Credentialed Arts Teachers and Classified Personnel with appropriate experience to expand VAPA classes to meet student needs.

Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
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1	Collaborate with Principals around Identified expanded Arts Staffing needs through Prop 28 funding	<p>Discuss what positions are open and needed</p> <p>Look at gaps in arts support within the administrative structure (especially as it relates to itinerant teachers/ coaches, etc.).</p> <p>Make a plan of how the gaps will be closed.</p> <p>Survey Principals (principal meeting or other)</p>	Principals, HR, District Leadership	<p>Funding to come from Prop 28 and other sources</p> <p>Note: Places where we have an existing need pre-Prop 28 (i.e. 1 FTE elementary music preps and 1 FTE art @ LHS) should be funded without Prop 28 if possible (see 3.3)</p>	Increasingly equitable staffing plan for the arts across the district TK-12
1	Hire staff with existing funds	Based on demand, hire additional staff to meet enrollment needs: 1 FTE Elementary Music 1 FTE LHS Art	Executive Directors HR	Pre Prop 28/ General fund	Elementary Music and Lathrop High School have an equitable number of VAPA teachers based on enrollment
1	TK-6 Hire with Prop 28 funding	<p>K-3 4 FTE Visual Art and 4 FTE Performing Arts Integration Instructional Specialists</p> <p>Each Arts Integration Instructional Specialist</p>	Principals Executive Directors HR	<p>Prop 28 Funding</p> <p>\$3.22 million for staffing</p>	Prop 28 money is allocated, spent, and reported appropriately.

		<p>works on a gradual release model in four classrooms per day. Every classroom K-3 across the district sees a coach every two weeks.</p> <p>Create a plan for equitable coverage at sites- Arts Integration Instructional Specialists switch sites at January 1</p> <p>Prioritize timely hiring for VAPA</p>			
1-2	Identify and Appoint Arts Leads at each site	Arts Leads is hired (stipend) at each site to facilitate visual arts projects, materials, and curriculum provided by the district for 4-6 (Arts Invasion)	Principal, VAPA Coordinator	Prop 28 funding	Each site has an appointed arts lead for overall coordination
1	Define responsibilities and hire Arts	Define roles and hire Arts Integration Instructional Specialists	Executive Directors VAPA Coordinator	Prop 28 funding	Arts Integration Instructional Specialists

	Integration Instructional Specialists	<p>to provide arts integration support and curriculum development support</p> <p>For Integration K-3. Consider Visual Arts and Theatre Integration</p> <p>Survey to see if there is internal interest in these positions within the district</p> <p>Hire Arts Integration Instructional Specialists and create a schedule for equity across school sites</p>			are hired and collaborate with teachers on best practices in arts integration.
1-2	Support Curriculum with appropriate staffing K-6 and 7-8	<p>Offer support through Arts Integration Instructional Specialists: team teaching and/or push in coaching</p> <p>For example: Visual Arts and Theatre Arts Integration Instructional Specialists will support History/Social Studies, ELA or other curricular areas through the arts.</p>			Arts integration practices are adopted over time as the arts are brought in to support teaching and learning in other curricular areas

1	Hire 2.2 FTE for Jr. High VAPA Wheel	Explore hiring .053 FTE Art and Theatre to create a junior high prep “wheel” at each site (this will also allow music to take on 3 rd grade) 2.2 FTE if every site adopts model	HR, Principals, VAPA Coordinator	General Fund	VAPA Wheel is offered during prep time at Jr. High to create a broader experience to the arts beyond music. (Will free up existing music teachers to teach elementary music - 3rd grade).
1	7-8 Hire with Prop 28 funding	Suggested staffing priority: Music and Visual Arts 4 FTE Music teachers to be able to offer Junior High Choir Electives Add 4 FTE Visual Arts to allow a visual arts junior high elective class at each site	Principals Assistant Principals VAPA Coordinator HR	Prop 28	FTE Arts Teachers are hired to increase access for students
1	9-12 Hire with Prop 28 funding	Suggested staffing priority: Music and Visual Arts	Principals Assistant Principals VAPA Coordinator	Prop 28	FTE Arts Teachers are hired to increase access for students

		<p>7 FTE Additional staffing to meet student demand.</p> <p>Check with counselors as to what classes are overfilled.</p> <p>When not everything was given as an option, work with admin to conduct student interest survey</p>	HR		
1	Hire part-time Classified Personnel to support the arts	<p>For example approximately 3 FTE with part time staff to include:</p> <ul style="list-style-type: none"> ● Provide more (TA) help in classrooms for large materials handling ● Hire classified staff for technical theatre support ● Hire classified staff for music support for accompanists, sectional coaches, etc. 	<p>Principals Assistant Principals VAPA Coordinator HR</p>	Prop 28	Classified personnel are hired with Prop 28 funds to support programs

1	Establish Baseline for Prop 28 Spending: Staffing	Secondary: Each site note class offerings –# of teachers FTE –#of sections –#of rooms Elementary: Each site note class offerings, available space and supplies needed	Arts Leads VAPA Coordinator	No additional funding required	Arts staffing is added based on Prop 28 formula
3	In the future, consider additional visual arts, dance and music staffing options at the elementary level.	Consider integrating dance specialists with PE time. Determine number of FTEs needed to cover sites Consider staffing visual arts and/or music teachers for Grades K-3 for 30 minutes once per week. Consider adding Strings and mariachi for grades 5-8	Executive Director VAPA Coordinator Principals	Prop 28 or General Fund	Expanded staffing and expanded arts offerings are developed over time.

1	Recruit Credentialed Arts Teachers	<p>Look to current employees to fill new positions first</p> <p>Connect with college music and arts ed programs (UoP, Stan State, Holy Names) For recruitment</p> <p>Recruit at state and national conferences (CASMEC, Midwest, NAEA Conference, Mariachi Conference)</p>	HR, Principals, VAPA Coordinator	Existing Funding	Arts Teachers and Classified Personnel hired to meet student need
1	Recruit Classified personnel	<p>Look at opportunities to hire classified personnel and teacher aides through job posting on EdJoin and reach out in the local community.</p> <p>Look to existing classified personnel to assess interest.</p>		Existing Funding	Classified personnel are recruited and hired
1	Onboarding	Provide training and professional learning to support new personnel.	Induction Coordinators VAPA Coordinator	Existing Funding	New teachers and classified personnel

		Assign, wherever possible, Arts Induction Mentors appropriate to the arts discipline			are supported with ongoing training
Goal 2.2 Allocate dedicated time for VAPA at Elementary level supported by adopted curriculum and staffing					
1	Determine ways to incorporate designated protected VAPA time in the elementary sites master schedules	Develop survey for site administrators To include: –schedule barriers –Staff constraints/ number of staff –credentials of staff –split/shared staff –available classroom space Analyze survey results for patterns			Gradual roll out of arts programs so that several elementary sites have dedicated arts time in the school day moving from music toward all the arts disciplines.
1	Determine time required to provide arts offerings	Pilot a team-teach “music for all” model for 5 th grade			Pilot model is tested and evaluated for widespread use.

	during prep periods	<p>at a few sites (Berkeley Model)</p> <p>One time per week: All of the students / Teacher Prep</p> <p>Trial: 30 minutes split for classroom teacher(½ class for small class intervention/reinforcement and the other ½ class to music)</p>			
1	Create VAPA schedules within master schedule	<p>Identify solutions for both visual arts and performing arts of initially 30-45 minutes per week.</p> <p>Consider *Required minutes in:</p> <ul style="list-style-type: none"> -ELD -PE -Branded UDL Time -Multipurpose rooms may be unavailable to 2 hours for lunch -required breaks for staff 			Schedule pilots are tested and evaluated

		–contractual prep time for arts staff			
1-2	Determine what ELOP programs can move into the school day	5-8 strings and 5-8 mariachi build through ELOP program with eye on adding them into the school day as student participation evolves (3-5 years)			ELOP programs expand into the school day to expand access to the arts for more students
1	Support schools to match staffing and elective time at the middle schools	Actual Band (some schools don't have band classes) Actual Choir (currently pull out programs) Add visual arts electives for school that don't currently have it.			Middle schools have appropriate staffing and sufficient time to offer arts electives equitably across the district.
1-2	Work with highly engaged principals for an initial cohort to demonstrate schedule options at the elementary	Assign Music Teachers, Visual Arts Teachers and Arts Specialists to particular elementary sites with a defined schedule			New schedule options are tested and evaluated for possible adoption across the district

		Evaluate schedule efficiency at conclusion of school year Expand to additional sites as needed.			
2-3	Ensure that the system of scheduling works effectively through ongoing communication	Communicate and collaborate with principals and site leads to provided sharing staffing across sites Communicate with classroom teachers around coaching needs	VAPA Coordinator Site Principals Site Arts Leads		Principals partner in the effort to have dedicated VAPA time at each site
3	By the end of Phase 3, all elementary students, TK-8 will have at least 60-75 minutes of VAPA weekly.	Conduct continuous evaluation and evolution of the program.			Principals/ Site Administrators commit to schedules that support dedicated time for the arts
Goal 2.3 Identify, Develop, or Build, and Protect appropriate VAPA Spaces with Proper Equipment and Supplies					
Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome

1	Inventory existing VAPA spaces and make a plan for growth	<p>Work with Facilities and Admin to create inventory</p> <p>Identify spaces we have for display and performances</p> <p>Identify spaces that can be developed (easy changes)</p> <p>Identify new space needs</p> <p>Inventory storage for adequacy in all VAPA spaces (ex. Band instruments).</p>	<p>VAPA Coordinator</p> <p>Site Principals</p> <p>Site VAPA Teachers</p> <p>Facilities</p>		Documentation by school of arts facilities and arts facilities needed (connect to Facilities plan)
1	Coordinate and advise Facility plan for expanded VAPA needs.	<p>Examine current facilities plan</p> <p>Identify, align VAPA needs to overall facilities plan</p> <p>Create a committee to address the plan or deficits for example: consider sound bleed</p> <p>Use all VAPA space for VAPA Classes only (some spaces have been repurposed)</p>	<p>Committee of VAPA experts to advise</p> <p>Executive Director</p> <p>Facilities leadership</p>		Facilities plan addresses VAPA needs

		<p>Consider storage for all VAPA areas</p> <p>Create Dedicated gallery space at each site</p> <p>Create Space for VAPA supplies repository (climate controlled)</p> <p>Expand classrooms to accommodate a full 34 students (ceramics class)</p>			
1	Understand the Process and Set Expectations for Purchasing System for Arts Materials	Teacher timeline for purchasing/teacher choice prioritized	VAPA Coordinator Purchasing Executive Directors		Clear district timeline for purchasing supplies for VAPA that is communicated and adhered to
1	Understanding existing equipment and supplies inventory in order to allocate new funding	<p>Create a database/list/resource of:</p> <p>Musical Instruments</p> <p>Art supplies</p> <p>Drama</p> <p>Dance</p>	VAPA Coordinator VAPA Teachers	Prop 28 funds (19%)	Resource Database is developed and maintained

		Identify needs and priorities			
1	Establish equipment needs for future, expanded VAPA offerings	<p>Secondary: Each site note class offerings –# of teachers FTE –#of sections –#of rooms</p> <p>Determine Equipment and supply needs for each</p> <p>Elementary: Each site note class offerings, available space and supplies needed</p>	Arts Leads VAPA Coordinator		Based on review of annual needs assessment, respond to needs for supplies and equipment and build programs over time.
1-3	Survey for Annual Updates	<p>Based on inventory, Survey and follow up (site visits)</p> <p>Create a list of needs per site</p> <p>Review annually</p>			Supplies are refreshed on an annual basis for all arts areas

Strategic Direction 3: Sustainability for the Arts in the District and in the Community

3.1 Identify and Activate Community Partnerships for Ongoing Collaboration

3.2 Communicate, Promote and Support VAPA across all sites.

3.3 Determine and implement a clear system with defined budgets for available yearly funding, dedicated to supporting VAPA Programs as Core Curriculum

Goal 3.1 Identify and Activate Community Partnerships for Ongoing Collaboration					
Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
1	Equitable access to the arts for students	Investigate state allocation for arts and cultural enrichment for high school seniors for 2023-2024	VAPA Coordinator and High School Teachers/ Committee of HS Administrators	Omnibus Bill of Feb 2023 suggests a total of \$446,200 for high school seniors	All MUSD seniors have a meaningful arts and cultural experience through specified funding.
1-ongoing	Coordinate with community to feature our visual and performing arts students to build community relationships for exposure, events, and enrichment	Reach out to Transit Center to activate the Banquet Hall Space Ideas include: A chamber music night or a student visual arts exhibit Historical Society: Possibly Feature Student Performers	VAPA Coordinator		Events are scheduled, planned and implemented

		<p>Mural Society of Manteca: explore partnership for student performance/get students involved in painting murals</p> <p>Lathrop: Generations Center could be activated with student collaborations</p> <p>Schedule High School groups to perform at elementary schools and public areas - community events, Cinco de Mayo, 16</p> <p>Explore Stockton Art gallery opportunities for students to exhibit</p>			
	Explore collaborations in music	<p>Possible partners: Stockton Symphony Universities Stockton Soul Military Bands Mariachis Stockton Taiko</p>			Partner opportunities are added to our arts asset map
1-ongoing	Partner with working Arts Professionals and	Locate professionals and develop a shared resource for educators to access	VAPA Coordinator		Arts professionals are identified and brought

	<p>University Partners to integrate into classrooms</p>	<p>Invite University/Community College instructors into our classrooms to talk about their programs in a coordinated manner</p> <p>Tap into local arts expertise/community members to bring them into the classroom and provide pay as allowable.</p> <p>Provide Workshops for individual musical growth (master classes with professionals)</p> <p>Explore opportunities for students to visit Universities during the school year or for summer experiences. Tie into career awareness/understanding</p> <p>Consider Local Festival – partnership with Delta College</p>			<p>into partnership with schools</p>
1-ongoing	<p>Consider teaching artists in classrooms, artist-in-residence</p>	<p>Determine possible artists for partnership opportunities coordinated at the district level</p>		<p>Prop 28 Funding may be used</p>	<p>Artists provide instruction and performance/experiences on school sites</p>

	opportunities and performances within schools and classrooms	<p>Concerts at schools/in classrooms or going out to venues such as symphony/museums or other (Example: 5th graders to symphony and 4th graders to Haggin Museum)</p> <p>Incorporate Cultural/Traditional Arts elements into multicultural assemblies with partners featured on the arts asset map.</p>			with communication and coordination
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Goal 3.2 Communicate, Promote and Support VAPA across all sites.					
Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
1-ongoing	Gather information from Arts team site leads/VAPA Teachers to support a coordinated	Information for website/monthly/weekly updates are provided by site leads and VAPA teachers as part of their overall responsibilities	VAPA Coordinator and Arts Leads/VAPA teachers and Community		Each site is represented in the arts promotion

	communications system	VAPA Coordinator to meet monthly with VAPA department Chairs at the Highs School and VAPA teachers at the elementary level to be briefed on arts events.	Outreach Division		
1-ongoing	Create an explicit system for sites to report what arts events, performances and special opportunities are taking place	Develop VAPA Website (currently Music website) to be developed into a VAPA Website (by the start of 2023-24 school year) VAPA Coordinator to brief Community Outreach Division to create a monthly update (scheduled with a publication deadline) through newsletters, social media, YouTube Channel, etc.	VAPA Coordinator and VAPA teachers and Community Outreach Division		Events are promoted widely for both district and community participation
1-ongoing	Distribute information to school sites in a timely fashion to alert students and parents to arts opportunities	Strengthen internal communications system to teachers for student, parent and family engagement in the arts	VAPA Coordinator and principals teachers at school sites		Regular, timely communications about all of the arts in the district.

Goal 3.3 Determine and implement a clear system with defined budgets for available yearly funding, dedicated to supporting VAPA Programs as Core Curriculum

Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
1	Develop an annual budget based on all available funding opportunities	<p>Provide guidance for Human Resources for hiring new arts staff, classified and teacher aides.</p> <p>Provide budget and procedures for VAPA teachers to acquire supplies and equipment</p> <p>Provide a clear direction for Prop 28 funds for Board Approval</p> <p>Provide a clear input for AB 181/185 funds for Board Approval</p>	District Administration with VAPA Coordinator		Arts programs are supported in an equitable way with new and existing funds.

		Continue to use Title II funds for professional learning Provide input to the LCAP funding for arts as needed/requested			
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DRAFT Proposed Budget for Year One of Prop 28

Phase/Date	Funding Support Item	Funding Source	Suggested Amount	Rationale
when	what	From what source	How much	why
Feb/March 2023	Credentialed Teachers: Ceramics Teacher for Lathrop HS	General Funds/LCAP	\$150,000 (salary/benefits)	They are 1 teacher below other schools (they only have 2 arts teachers - other sites have 3-4)
May 2023 (for 2023-24)	Credentialed Teachers: Music Teacher to help with Prep coverage at the elementary level (Itinerant teacher = 2 sites)	General Funds/LCAP	\$150,000 (salary/benefits)	Added prep time that needs to be covered, and haven't added any teachers (we need coverage to 17-18 classes).

<p>After March 1st (section selections by students)</p>	<p>Suggested Credentialed High School Arts Teachers: (8 teachers—1 teacher at each HS =5 and then 2-3 to be itinerant)</p> <p>Mariachi (need to determine location/# of sections)</p> <p>Visual Arts Teacher - Sierra HS</p> <p>Visual Arts Teacher - Manteca HS</p> <p>Music Teacher - Manteca HS</p> <p>Choir Teacher - Manteca HS</p> <p>Photo/Digital Teacher- East Union HS</p> <p>Technical Theatre - at all High Schools</p> <p>Dance Teacher - at Weston Ranch HS</p>	<p>Prop 28 (80%)</p>	<p>\$1,200,000</p>	<p>Moving to meet student need (based on section selections 3.1.23) and expand equity of art forms)</p>
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<p>May/June 2023</p>	<p>Hire Credentialed Elementary Arts Teachers:</p> <p>2 Music Teachers for Junior High Choir (Pilot) to support elective sections</p> <p>1-2 Arts Integration itinerant Specialists to pilot arts integration at the elementary level (moving toward 8 teachers long term)</p>	<p>Prop 28 (80%)</p>	<p>\$300,000</p> <p>\$300,000</p>	
	<p>Equipment, Material and Supplies and Arts Partnership Opportunities</p> <p>Purchase Musical Instruments- expanded budget</p> <p>Art Supplies/Curriculum for Arts Integration Specialists- expand the budget</p>	<p>Prop 28 - 19%</p> <p>\$100,000</p> <p>\$100,000</p> <p>\$50,000 Transportation</p>	<p>Up to \$779,000 per year</p> <p>(Suggested allocation approximately \$500,000)</p>	

	<p>Connect with Stockton Symphony to provide field trips/arts experiences for students</p> <p>Artists in the Schools - provide consistent funding for underserved schools.</p>	<p>\$20,000 Admissions</p> <p>\$50,000-\$100,000</p>		
	<p><u>Administrative Support</u></p> <p>Arts Lead at every school site to receive a stipend for administrative oversight and coordination/ Professional learning support</p>	<p>Prop 28 - 1%</p>	<p>1% set aside for admin (\$41,000 - suggested \$1500 at each elementary site)</p>	
	<p><u>Classified Support:</u></p> <p>Accompanist position with some Administrative Support</p> <p>Additional Weekly accompanist positions</p>	<p>Prop 28 -80%</p>	<p>Budget to be determined</p> <p>Hourly wage.</p> <p>Approx \$240,000</p>	

	Visual Arts Assistants to help with arts materials such as clay for ceramics			
Total Suggested Prop 28 Year One Expenditure			\$2,781,000	



Curriculum Road Map Recommendations

The following charts outline both what is in place in the arts in Manteca Unified School District and what we hope will be added over the coming five years.

Visual Arts		
What is Taught	By Whom	At what grade levels
<p>Art will be offered on a regular basis and for specific projects.</p> <p>Arts Integration Specialists support classroom teachers to engage in all arts learning/ serves as professional development for the classroom teachers, building capacity so that they can learn best practices for incorporating art into all curricular areas.</p> <p>Credentialed teachers provide instruction for Grades 7-8 as an elective period.</p>	<p>By Arts Integration Specialists and classroom teachers (Grades K-6) and by credentialed art teachers (Grades 7-8)</p>	<p>K-8</p>

<p>Visual Arts continues to expand with more credentialed teachers as student need requires</p> <p>More intro level options that can support having advanced options. Continue to develop pathways for highly enrolled disciplines - beginning through AP</p> <p>More opportunities for visual art shows, including small scale shows</p>	By credentialed art teachers	9-12
Media Arts		
What is Taught	By Whom	At what grade levels
Integration of photo, video, animation with introductory foundations taught	Arts Integration Specialists with Classroom teachers	Elementary K-6
Integration of photo, video, animation taught as part of the visual arts curriculum	Specialist teacher	Grades 7-8
Photo, Video, Animation with Claymation Courses	Specialist (credentialed art or CTE) teacher	Grades 9-12

Dance		
What is taught	By Whom	Grade levels
Dance integrated into classroom instruction	Teaching Artists or Classroom Teachers	Elementary
Summer Dance Program	Credentialed/Specialist Dance Teacher	Grades 4-12
Fun social, cultural dance	Specialist Teacher/ Teaching Artists	Grades 4-8
Intro to Dance Specialized Dance Styles: Hip Hop, Intro to Ballet, Folk Dance, Musical Theatre Dance, Choreography Skills	Credentialed Dance Teacher	Grades 9-12
Theatre/ Drama		
What is Taught	By Whom	At what grade levels

Theatre integrated into classroom instruction	Teaching Artists or Classroom Teachers	TK-5
Theatre integrated into ELA and Social Studies plus elective options	Classroom Teacher Teaching Artists High School student mentors	Grades 6-8
After School/ELOP Theatre Program	Teaching Artists Credentialed teachers who are compensated	Grades 4-8
Summer Theatre Programs: dance and music	Teaching Artists Credentialed teachers who are compensated	Grades 4-12
Electives- expand to more sites Intro to Theatre Intermediate Theatre Advanced Theatre Technical Theatre Musical Theatre I, II	Credentialed Teachers	Grades 9-12
Consider CTE Classes for Tech Theatre	CTE Teachers	Grades 9-12

Music		
What is Taught	By Whom	At what grade levels
General Music (Orff or Kodaly)	Credentialed Music Teachers	PK-5
Choir	Credentialed Music Teachers	Grades 4-8
Band/Orchestra/Mariachi	Credentialed Music Teacher and paid coaches	Grades 5-8
Band/Orchestra/Choir/Jazz/Mariachi Everything we have but equal at every site	Credentialed Music Teacher and paid coaches	Grades 9-12
Music Production Classes	CTE or Credentialed Music teacher	Grades 9-12 (consider Grades 7-8)
Multicultural Music such as Indian Music/Tabla, Music and Dance from a variety of cultures	Credentialed Music Teacher and paid coaches	Grades K-12

Arts Integration		
What is taught	By Whom	At what grade levels
Arts integrated with SEL into subject matter such as Science, Social Studies, Math and Reading	Classroom Teachers and Arts Integration Coaches/Instructional Specialists that visit elementary classrooms on rotation	K-8

PRACTICAL VISION: Manteca Unified School District: What will be in place as the result of our actions in the next 3-5 years in the Arts ?							
CONTENT	INFRASTRUCTURE						SUSTAINABILITY
A Culturally Comprehensive Arts Curriculum that fully supports all students with the 5 standards aligned arts disciplines	Students are provided valuable experiences beyond the confines of the classroom and immediate community	Arts Faculty , recruited and retained with appropriate credentials to expand VAPA (appropriately sized) classes so that student interests are met.	Adequate, designated permanent Spaces for VAPA classes, performances & display.	Dedicated Time Allocated for the Arts at the Elementary Level, Supported with Adopted Curriculum and Staffing	Staffing Support: A Group of Classified “helpers” and Certificated PD Providers	Clear System with Defined Budgets providing Adequate, Appropriate Supplies and Equipment to Support the Arts in a Timely Way	Available Yearly Funding , Dedicated to support VAPA Programs as Core Curriculum
Articulated culturally relevant programs K-12	International Field Trips	More art and music teachers	Dedicated VAPA spaces	Dedicated VAPA times at Elementary	Finding equilibrium between teachers & students	Supplies (budget)	Set/recurring budgets
Elementary Art Curriculum supported by PD	Performances as a norm	More faculty with appropriate credentials teaching arts electives at all high schools – including dance and CTE tech <u>theatre</u> .	Improved performance spaces: larger <u>theatres</u> at each site for <u>theatre</u> , dance, band, choir and for community-based arts		More (TA) help in classrooms for large materials <u>handing</u>	Variety of equipment and supplies	PAID time for developing curriculum
VAPA K-12/more art classes in general	Connections between arts in school and careers	Add credentialed CTE instructors for technical <u>theatre</u> (each HS site)	Dedicated gallery space at each site		More collaboration between High School and Middle School (<u>theatre</u>)	Supplies/Space/Time	
Culturally Relevant Offerings!	Global experiences	Smaller Class Sizes/More Teachers	Year round after school performing arts programs (So kids don’t have to travel to Modesto or Stockton for youth performing arts programs)				
Articulation		Hire open positions	Art displayed in public spaces				
Expanded Classes in Media Arts		Hire credentialed Dance Teachers (with new credential)					
Art Invasion (reinvented as a class)		Staffing for After School and Year Round Programs					
Fluidity between arts and academics		More Art Teachers	Larger classrooms to accommodate a full 34 students (ceramics class)				
Reassign dance class to VAPA (according to new credential)		Meet Students’ Needs and Interests					

Strengths and Challenges

Strengths	Challenges
<ul style="list-style-type: none"> ● We have funding for curriculum ● Adoption cycle K-12 for music and art ● We have admin support at County and District level ● Desire/passion to address VAPA as a whole ● Base Needs ● Some schools have performing spaces (stage/gym) ● Talking/want/desire on radar ● Lots of sign-ups at HS level ● Teachers good at developing relevant curriculum ● High enrollment interest in VAPA ● Supportive leadership for arts ● Nice dance space ● Community exposure and celebration ● Space available ● District ability to hire support teachers (ToSAs) ● District CTE support ● Late start Wednesday 	<p>Limited staffing available</p> <p>Overfull classes</p> <p>Transportation: not enough drivers</p> <p>Ordering needs clarification</p> <p>Staffing accountants</p> <p>Functionality (multi-purpose) – timing</p> <p>Trained professionals (on site regular basis)</p> <p>Higher value placed on “academic” electives</p> <p>Master schedules causing conflicts</p> <p>Our adopted curriculum is OLD</p> <p>Planning time during work</p> <p>Consistent staffing</p> <p>Not enough teachers</p> <p>Inconsistent prioritizing staffing/qualifications</p> <p>Inconsistent across sites</p> <p>Not being used appropriately</p> <p>Support teachers needed directly at sites (priority)</p> <p>Support not directed to the arts consistently</p> <p>Subject specific collaboration</p>

Glossary

Accompanist- a piano player who accompanies a group- usually a choir, a vocal soloist, or dancer(s) during a rehearsal or performance.

Artist-in-Residence (in schools)- a non-teacher professional artist who is contracted to work with students in their area of expertise on a short-term basis.

Arts- *See Visual and Performing Arts*

Arts Integration- an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects the art form to another subject and meets evolving objectives in both.

ELOP- Extended Learning Opportunity Program. A California state program that provides funding for learning enrichment experiences outside of the school day.

Gallery Space- a permanent space devoted to displaying student artwork.

Global Majority- a collective term for ethnic groups which constitute approximately 85 percent of the global population. It has been used as an alternative to terms which are seen as more racialized like "ethnic minority" and "person of color" (POC).

Prop 28- A ballot initiative passed by California voters in November of 2022. It will provide specific yearly funding for arts education beginning in the 23-24 school year.

RCD- Rigorous Curriculum Design. A model for designing or redesigning curriculum so that it truly represents a rigorous 21st-century set of comprehensive units of study aligned with state standards.

Sectional Coach- A professional with specific skills or knowledge brought in to work with a specific subset of students during a class period (i.e. a drum coach, or a choreographer).

SEL (Social-Emotional Learning)- the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions. (casel.org)

TOSA- Teacher on Special Assignment. A teaching position that does not work directly with students but is instead assigned to work on specific task(s) outside of a classroom.

UDL- Universal Design for Learning. A framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. In MUSD specific times of the day are set aside to focus on utilizing UDL techniques.

VAPA- *See Visual and Performing Arts*

Visual and Performing Arts- instruction in the subjects of dance, music, theatre, media arts, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression. (CA EdCode 51210)

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