FCUSD Strategic VAPA Plan 2023-2028

Innovative, Inspiring and Impactful
Visual and Performing Arts Education
for all students,
to reach their highest creative potential.

We believe the Arts are for:
every student, in every school, every day.

Table of Contents:

Introduction:
Our Purpose:
- Statement of Support
- About the FCUSD Strategic Arts Plan

Foundation:
FCUSD Mission, FCUSD Vision, VAPA Mission, VAPA Vision, VAPA Values, VAPA Goals

Process:
Our Needs, Our Program Essentials

Our Information Collection:
VAPA LCAP Connection

Why Arts for our students:
Rationale

Elements, Goals and Action Steps:

- Element 1: Leadership & Qualified Personnel
- Element 2: Innovative and Equitable Curriculum, Instruction
- Element 3: Professional Development
- Element 4: Student Opportunities
- Element 5: Facilities and Resources

Monitoring the Plan:
Accountability

Connections:
Community Connection
VAPA Community Partner
Professional VAPA Education Associations

Acknowledgements:
Strategic Planning Participants

(Placeholder)
Statement of Support from the FCUSD School Board, Superintendent Erik Swanson

Introduction: Our Purpose
About the FCUSD Strategic Arts Plan

Welcome to the Folsom Cordova Unified School District Strategic Arts Plan!

This document describes an action plan to further and sustain the implementation of the Visual and Performing Art (VAPA) programs of the Folsom Cordova Unified School District.This is a five year action plan to provide high-quality arts education for all students TK-12th grade and is designed to assist students to reach their highest creative potential.

The goals herein align with the District's vision and mission-statement specifying that FCUSD is committed to preparing all students to be successful and responsible citizens and will provide a rigorous and supportive academic experience for all learners. It provides a roadmap toward achieving an exemplary Visual and Performing Arts program in which all students have the opportunity to develop their appreciation, skills and literacy in the arts. Through mastery of the arts, students become effective communicators and innovators, enhancing and expanding their academic and life experiences. Students will possess the creative and collaborative skills of the 21st century learner.

This plan is a roadmap in providing a rich and inclusive opportunity for arts education for all students, at all grade levels, across the district. This is a product of extensive collaboration, research, listening and surveying multiple stakeholders. Arts educators, general educators, school administrators, students and parents have come together to provide a unique vision for the arts in Folsom Cordova Unified School District.

This strategic plan solidifies our commitment to nurture creativity, artistic expression, collaboration and cultural appreciation for all students as they become active and contributing adults in our community.

This transformative, strategic plan will guide our work as we prepare the future generation of students to be well-rounded, reflective and creative individuals. We welcome you to take an active role in embracing a lifelong appreciation for the arts.

Mindy Andrus, FCUSD VAPA Coordinator

Foundation

FCUSD Mission
FCUSD is committed to providing excellence in educational programs that carry high expectations for each student's success. In collaboration with our community, the mission of FCUSD is to ensure all students demonstrate high levels of learning through our commitment to continuous cycles of improvement, transformative social emotional learning, and engaging, culturally responsive instruction.

FCUSD Vision
Empowering all students to thrive through educational excellence.

VAPA Mission
FCUSD is committed to providing excellence in Visual and Performing Arts instruction with high expectations for the achievement and success of each student. Our educational instruction will be led by highly qualified teachers who exemplify excellent leadership and expertise in their field.

VAPA Vision
FCUSD is committed to providing a rigorous and supportive Arts experience through standards based, high quality Arts education.

VAPA Values

- We believe that the Arts are for every student, in every school, every day.
- We believe that our students have the ability to succeed, and will strive to empower each child with that belief.
- We provide a classroom culture in which students take responsibility for their learning, feel confident taking risks, and demonstrate continued progress through formative and summative assessment.
- We encourage students to strive for excellence artistically, socially, and emotionally in a safe and supportive environment.
- We nurture the unique qualities of each student and guide them as they discover and develop their creative passion while engaging in school experiences.

VAPA Goals

We work in partnership with our students, parents, and community to encourage participation in the Visual and Performing Arts.

- We use formative and summative assessments that foster growth and a life-long appreciation for the Arts.
- We inspire students to engage in learning at their highest levels. (SMART goals)
- We engage in professional development opportunities in order to continually improve teaching methods based on the most recent Arts education research.
- We foster connectedness by building trust, confidence, a climate of open communication, and opportunities for cultural and community engagement.
- We accommodate different learning modalities with a variety of teaching techniques and strategies.
- We educate the whole child by providing Arts Integrated learning, personal support, and emotional safety.
- We deliver an innovative and standards based curriculum, guided by scope and sequence for each subject matter.
- We provide opportunities for enrichment, intervention, and remediation as necessary.
- We will provide a leadership structure for all Visual and Performing Arts teachers and programs, including Arts Integration at the Elementary level.
- Utilize a variety of funding and other resources for training teachers, vertical articulation, materials for students/programs, planning and course/curriculum development.

Process

Our Needs

As standard practice and ongoing, beginning in 2015, a survey has been provided to the Principals of our schools capturing information on the VAPA and Electives courses offered at each school. In the same survey, information has been requested about any VAPA related clubs and programs that are offered to students. After evaluating the information obtained through the survey, receiving feedback from a variety of stakeholders including teachers, parents and students, we are able to inform our programs.

With the passing of Proposition 28, Art and Music in our Schools, the impact on FCUSD will be greatly beneficial for our students and community. The implications of expanding and enriching our VAPA programs are exciting. We have the potential to increase the number of VAPA teachers, build on existing robust programs, start new programs, purchase program start up materials and equipment and provide opportunities for students and teachers beyond our past ability. A VAPA Steering Committee has been established to guide and inform our Strategic VAPA plan and programs.

Program Essentials

Program Essentials contains 5 Essential Elements that are guided by the California Arts Education Framework California Arts Education Framework **Link**

FCUSD VAPA LCAP (23-24) Connection:

Goal 1 - All students will receive instruction from a highly-qualified teacher and have access to a curriculum which promotes college and career readiness. (State Priority 1)

Goal 2 - Increase parent and student engagement and provide a safe, healthy, and positive learning environment. (State Priority 3, 5 and 6)

Goal 3 - Provide students with high quality classroom instruction and access to a broad course of study. (State Priority 2, 4 and 7)

Goal 4 - Student progress and educational outcomes will be monitored for success using assessment results. (State Priority 4 and 8)

Why Arts for our students: Rationale

- Engagement in School
- Attendance
- Connectedness (Adults and peers)
- Creativity and Critical Thinking
- Creative Expression
- Cultural Appreciation and Understanding
- Collaboration and Teamwork
- Critical Observation and Articulation
- Confidence and Self Worth
- Fine and large motor skills
- Articulation & Language Development

Elements, Goals and Action Steps:
Element 1: Leadership & Qualified Personnel
Element 2: Innovative and Equitable Curriculum & Instruction
Element 3: Professional Development
Element 4: Student Opportunities
Element 5: Facilities and Resources

Elements, Goals and Action Steps:

Element 1: Leadership & Qualified Personnel

Element Statements:

- FCUSD will hire highly qualified district arts leadership to coordinate and organize the arts education programs.
- FCUSC will hire arts educators to ensure all students participate in arts education at all schools. Hire highly qualified Instructional Aids/Paraeducators.
- Ongoing VAPA Program evaluation, assessment and accountability.

Goals:

1. Hire a qualified full-time VAPA Coordinator.
2. VAPA Lead Teacher/s or TOSA/s.
3. Hire qualified teachers for the 5 disciplines of arts education as needed (dance, drama, media arts, music and visual arts).
4. Provide intentional and sequential VAPA pathways for students.
5. Connect elementary to secondary VAPA programs and pathways through a variety of mechanisms including but not limited to performances, tours, field trips, etc.
6. Annual evaluation and update of Course Outlines to be updated by content area subcommittee Teachers.

Goal	Action Steps
Hire a qualified full-time arts Coordinator.	Create a job description, secure a Coordinator
Hire qualified teachers for the 5 disciplines of arts education as needed (dance, drama, media arts, music and visual arts).	Assess needs, post for positions, interview, recommend, hire & train arts education teachers
Provide intentional and sequential VAPA pathways for secondary students.	Continue to collect needed data and assess programs. Create & implement VAPA opportunities such as performances, field trips, tours, etc.
Provide intentional and sequential VAPA pathways for elementary students..	Continue to collect needed data and assess programs. Create & implement VAPA opportunities such as performances, field trips, tours, etc.
Annual evaluation and update of Course Outlines	Continue to collect needs data and assess programs; ongoing

Element 2: Innovative and Equitable Curriculum & Instruction

Element Statements:

- Elementary: Implement high quality classroom arts programs and provide standards based curriculum, beginning at the earliest levels.

Goals:

1. Standard based curriculum for all VAPA courses.
2. Expansion of afterschool clubs & activities outside the school day.
3. Expansion of the Summer Enrichment VAPA Camp.
4. Implementation of a new Elementary Visual Arts Program.
5. Implementation of a new Primary/TK-3 General Music Program.
6. Implementation of an Adaptive Elementary Music for Special Education students.
7. Secure standards based curriculum for the Elementary Visual Art Program.

Goal	Action Steps
Standard curriculum for all VAPA courses	Continue to monitor and adjust curriculum
Expansion of afterschool clubs & activities outside the school day.	Continue to collect needs data and assess programs
Expansion of the Summer Enrichment VAPA Camp.	Continue to collect needs data and assess programs
Implementation of a new Elementary Visual Arts Program.	Assess needs, expand program to all Elementary Schools: post for positions, interview, recommend, hire & train arts education teachers
Implementation of a new Primary General Music Program.	Assess needs, post for positions, interview, recommend, hire & train arts education teachers
Implementation of an Elementary Music Program for Special Education students	Assess needs, secure appropriate curriculum, continue to refine program
Secure Curriculum for Elementary Visual Art Program.	Compare products; pilot VA program; secure curriculum

Element Statements:

- Secondary: Implement and build on high quality classroom arts programs and provide standards based curriculum.

Goals:

1. Standards based curriculum for all VAPA courses
2. Expansion and support of afterschool clubs & activities outside the school day.
3. Support secondary VAPA programs with qualified classified Instructional Aids/Paraeducators.
4. Implementation of a new Middle School Drama & Dance Programs.
5. Expansion of the current High School Drama & Dance Programs.

Goal	**Action Steps**
Standard curriculum for all VAPA courses	Continue to monitor and adjust curriculum
Expansion of afterschool clubs & activities outside the school day.	Continue to collect needs data and assess programs
Support secondary VAPA programs with qualified classified Para Educators.	Continue to collect needs data and assess programs; Job description & schedule development; negotiation with labor unions
Implementation of a new Middle School Drama Program.	Assess needs, post for positions, interview, recommend, hire & train arts education teachers. Implement additional drama courses such as MS Intermediate Drama
Implementation of a new Middle School Dance Program.	Assess needs, post for positions, interview, recommend, hire & train arts education teachers
Expansion of the current High School Drama Programs.	Assess needs, make part time drama teachers full time; post for sections left open
Expansion of the current High School Dance Programs.	Assess needs, expand current program to all comprehensive high schools
Expansion of the current Middle School/High School Music Programs.	Assess needs, implement additional music courses such as MS Jazz Choir, HS Bass Choir, HS Show Choir, Intermediate Guitar, Drumline, etc.

Element 3: Professional Development

Element Statements:

- Development of Teacher Artistry by providing high quality Professional Development opportunities for all VAPA specialist teachers, self-selected elementary classroom teachers and VAPA Instructional Aids.

Goals:

1. Cultivate a high level of artistry among teachers through consistent, ongoing Professional Development opportunities such as: Conferences, workshops, county sponsored events, State and National Visual and Performing Arts Education Associations, Professional Publications, webinars, etc.
2. Provide release time for peer observations, sharing best practices, planning and creating/expanding VAPA programs.
3. Build VAPA teaching capacity for elementary classroom teachers through Arts Integration Training through professional organizations such as: Education Through Music (ETM), SCOE, The California Arts Project (TCAP), etc.

Goal	Action Steps
Cultivate a high level of artistry among teachers through consistent, ongoing Professional Development opportunities.	Continue to collect needs data and assess programs
Provide release time for peer observations, sharing best practices, planning and creating/expanding VAPA programs.	Continue to collect needs data and assess programs
Build VAPA teaching capacity for classroom teachers through Arts Integration Training through professional organizations.	Continue to collect needs data and assess programs

Element 4: Student Opportunities

Element Statements:

- Students will be provided with ongoing access to professional Visual and Performing Arts and cultural experiences, performances, clinicians, showcases, collaborative opportunities.
- Celebrate student creativity and accomplishments.

Goals:

1. Provide opportunities for students in collaboration with community partners and Arts providers.
2. Provide diverse cultural experiences and opportunities for students that reflect the culture of our schools and communities.
3. Provide opportunities for students to perform and showcase their skills and growth.
4. Provide collaborative opportunities across schools and the district community.
5. Provide materials and equipment that supports new VAPA programs.

Goal	Action Steps
Provide VAPA opportunities for students in collaboration with community partners and Arts providers.	Continue to collect needs data and assess programs
Provide diverse cultural experiences and opportunities for students that reflect the culture of our schools and communities.	Continue to collect needs data and assess programs
Provide opportunities for students to perform and showcase their skills and growth.	Continue to collect needs data and assess programs
Provide collaborative opportunities across schools and the district community.	Continue to collect needs data and assess programs
Provide materials and equipment that supports new VAPA programs.	Continue to collect needs data and assess programs

Element 5: Facilities and Resources

Element Statements:

- Students will be provided with appropriate learning spaces and resources.
- Foster connections with the professional Arts community through activities such as: field trips, Artist in Residence, Clinicians, festivals, performances, showcases, etc.
- Collaborate with Career Tech Education (CTE) for overlapping courses and curriculum development.
- Seek opportunities for additional funding such as: grants, donations, VAPA funding programs, etc.
- Create a standard of excellence at all school locations specific to VAPA needs.
- Planning for future schools should be done keeping in mind the specific needs of our VAPA classes and programs.

Goals:

1. Dedicated and appropriate space at each school site for VAPA instruction.
2. District and Schools maintain essential equipment/supplies inventory for VAPA instruction
3. Make facilities updates and renovations such as needed for new and expansion VAPA programs.
4. Provide extended learning opportunities with Art professions and professional organizations with connections to organizations such as: Harris Center for the Arts, MACC, Crocker Art Museum, The Sophia/B Street Theater, Sacramento Ballet, Mondavi Center, etc.

Goal	Action Steps
Dedicated and appropriate space at each school site for VAPA instruction.	Continue to collect needs data and assess programs
District and Schools maintain essential equipment/supplies inventory for VAPA instruction	Continue to collect needs data and assess programs
Provide extended learning opportunities with Art professions and professional organizations with connections to organizations	Continue to collect needs data and assess programs

Monitoring the Plan:
Accountability is crucial for evaluating the implementation and effectiveness of the plan. Steps will be taken to ensure that the statements and goals listed in each element will be met. FCUSD has created a VAPA Steering Committee consisting of Administrators, School Board Member, Teachers, Staff, Students and the community to provide leadership, feedback and direction with the implementation of the Strategic VAPA Plan. Indicators will be used to collect data, feedback and inform the assessment of the Strategic VAPA Plan.

The Strategic VAPA Plan will be rolled out over the course of time in a phased manner to ensure that the outcomes will be consistent with the needs of the community, sustainable and measurable. There are clear milestones that will guide the implementation of various programs and policies. A VAPA Steering Committee can be converted over time to a VAPA Arts Advisory Committee to work with FCUSD's VAPA Leadership team to advise as the plan is implemented. The Arts Advisory Committee may be composed of educational partners including teachers, staff, administrators, families and community members. The plan will be monitored and adjusted as needed to ensure the greatest student achievement. The monitoring plan will be created under the guidance of the VAPA Coordinator in collaboration with the Directors of Curriculum and Instruction.

Data Collection:
Qualitative and quantitative data collection will be evaluated and occur to provide multiple measurements of the plan. Participation rates, course offerings, student attendance and staff data will be used as feedback.

Key Indicators:
Several indicators will be used to measure each goal and progress of the completion of the goal. Some indicators include student engagement and participation, student enrollment, hiring of VAPA teachers, hiring of VAPA Instructional Aids, teacher survey feedback and student performance/testimonials and feedback.

Analysis of Data:
All points of data reported will be periodically assessed and analyzed to ensure progress of each goal. The analysis reports should be easily accessible to all stakeholders. Transparency is valued as progress is made to make corrections, edits and modifications as needed.

Continuous Cycle of Improvement:
Much like lesson planning in the classroom, our VAPA plan is a living document and requires constant attention, modification and refinement. Plan, Implement, Assess, Adjust & Plan

With a comprehensive evaluation plan in place, FCUSD can ensure that the VAPA plan will be an effective tool to implement, make informed improvements and modifications, continually seek to improve and enhance the educational experience for all students and our community as a whole.

Community Connection:

- City of Folsom
- City of Rancho Cordova
- California County Superintendents

VAPA Community Partners:

- California Department of Education
- Sacramento County Office of Education
- California Arts Framework
- California VAPA Standards
- CREATE Ca
- Crocker Art Museum
- Friends of Sacramento Arts
- Harris Center

Professional VAPA Educational Organizations:

- California Art Education Association
- California Dance Education Association
- California Music Educators Association
- California Educational Theatre Association
- The California Arts Project

Acknowledgements:
FCUSD Organizations & Planning Participants
CSEA
FCEA
FCLA

Leadership:
Erik Swanson, EdD., Superintendent
Sean Martin, Business Services, Associate Superintendent
Don Ogden, M.Ed., Human Resources, Associate Superintendent
Jim Huber, EdD.,Education Services, Assistant Superintendent
Angi Carlomongo, M.Ed., Curriculum & Instruction Director
Lori Emmington, M.Ed., Curriculum & Instruction Director
Peter Maroon, M.Ed., Athletic Director
Mindy Andrus, M.Ed., VAPA Coordinator
VAPA Steering Committee