

Proposition 28 Arts Plan

Engaging Educational Partners

Educational Partner(s)	Process for Engagement
Staff	Meetings with Superintendent, surveys, committee meetings
Community Partners	Surveys and meetings
Families	Surveys and meetings

As the district began developing its plan, a strong message emerged from staff, families, and community partners: the arts are not just extracurricular activity—they are an essential part of a well-rounded education. Music teachers and staff members expressed enthusiasm for expanding music literacy across the district, emphasizing music’s unique ability to inspire creativity, critical thinking, and emotional expression in students. One elementary music teacher reflected on how music enables students to communicate beyond words, helping them build confidence and find their voice.

Parents were also eager to provide input, sharing the impact of music on children's lives. They highlighted how music teaches teamwork, dedication, and the importance of listening to one another. Parents from diverse cultural backgrounds expressed a desire for a program that reflects their communities, noting how this representation helps their children feel seen and valued.

Community partners, including the Anaheim Union High School District, shared their perspectives on how music education can open doors to future opportunities in students’ educational journeys. Across the community, a few key priorities consistently surfaced: creating an inclusive music program that celebrates diverse cultures, increasing opportunities for student performances, and using the arts to support social-emotional growth. Staff and families also advocated for stronger connections between schools and local arts organizations, suggesting collaborations such as joint performances, artist residencies, and community arts nights to engage both students and families.

As the arts plan took shape, it clearly reflected these priorities. As a living document, it will continue to be guided by the shared values of the school community. At its core it is a vision of music and the arts as vehicles for equity, creativity, and connection—a vision made possible through the collaborative efforts of staff, families, and community partners. This collective commitment will help ensure that music education serves as a powerful and transformative influence in students’ lives for years to come in the Cypress School District.

Goals and Actions

Goal 1: Develop Student Music Literacy	
Actions	
1.1	Implement a music literacy program integrating vocal and instrumental education, focusing on music appreciation, harmony, and exploration.
1.2	Use California Arts Standards to guide instructional practices and ensure alignment with district and board goals.
1.3	Provide students with foundational music skills, including reading music, understanding key terminology, and producing musical works.
Goal 2: Foster Inclusive and Culturally Responsive Music Education	
2.1	Select music materials and performance pieces that reflect the diverse ethnic, cultural, and linguistic backgrounds of the student body and community.
2.2	Encourage student participation in individual and group performances that promote inclusivity and community engagement.
2.3	Ensure all students, regardless of skill level, have opportunities to contribute to school and community performances.
Goal 3: Promote Artistic Expression and Performance Skills	
3.1	Design a balanced music program with rehearsal time to prepare students for school and civic performances.
3.2	Organize and direct student performances, allowing them to showcase their artistic growth in various settings.
3.3	Provide feedback and assessments that help students reflect on their performance, improving individual and group musicianship.