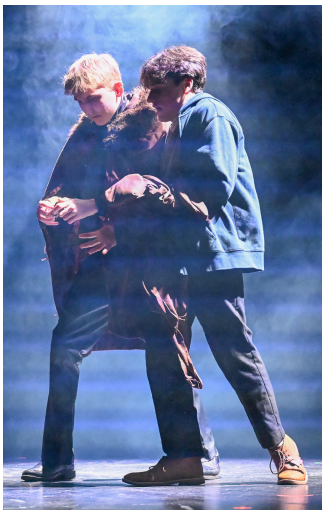
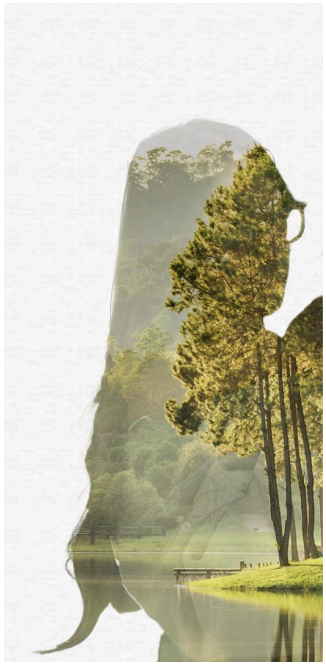
Conejo Valley Unified School District

Strategic Arts Plan

2026-2031







Strategic Arts Education Plan
2026-2031

Message from the Superintendent
Dr. Mark McLaughlin

In the Conejo Valley Unified School District, we believe the arts are an essential part of a well-rounded and excellent education. The CVUSD Board of Education, educators, families, and community share a strong commitment to providing meaningful arts experiences that inspire creativity, encourage self-expression, and help students discover their talents and passions. This shared belief continues to guide our efforts to expand and strengthen arts education across our District.

Our first Strategic Arts Education Plan, adopted in 2022, established an important vision for providing equitable access to high-quality, sequential arts education across our District. I am grateful to the original committee whose thoughtful work established this foundation, and to the dedicated teachers, administrators, parents/guardians, and community members who contributed their time, expertise, and perspectives to the development of our updated 2026–2031 Strategic Arts Education Plan.

Since adopting our first plan, we have made remarkable progress. We have expanded weekly general music instruction to students in grades 1–5 across all 17 elementary schools, increased access to fifth-grade band and strings programs, and broadened secondary arts opportunities in music, dance, theater, and visual and media arts. We have also invested in credentialed arts educators, instruments, equipment, and learning environments that enrich students' experiences throughout our schools.

The passage of Proposition 28 has provided an extraordinary opportunity to accelerate this work. By thoughtfully aligning these resources with our Strategic Arts Education Plan, we are expanding opportunities for students while strengthening our commitment to a sustainable, equitable, and comprehensive TK–12 arts education. Our updated plan builds upon this progress, with a continued focus on arts access, high-quality instruction, meaningful community partnerships, and long-term sustainability.

I extend my sincere appreciation to everyone who has contributed to this important work, including our community arts partners and the CVUSD Board of Education for their continued support and commitment.

The arts inspire creativity, collaboration, confidence, and self-expression. Arts bring our schools and community together while helping students discover their passions and

possibilities. Our commitment is to ensure that every CVUSD student has access to meaningful, high-quality arts experiences, regardless of the school they attend. This Strategic Arts Education Plan reflects that commitment and our shared vision for the years ahead.

Dr. Mark McLaughlin, Superintendent

Strategic Arts Education Plan
2026-2031

Mission Statement

In **Conejo Valley Unified School District**, we believe **ALL students deserve an exceptional educational experience filled with opportunity and choices**

We believe that equitable access to a well-rounded arts education, in part, fulfills this promise and gives every student opportunities to access creativity and innovation, connect to self and others, and develop a deep sense of well being and authentic academic success.

Board of Education Members



Karen Sylvester
President



Lauren Gill
Vice President



Bill Gorback
Board Clerk



Lisa Evans Powell
Member



Cindy Goldberg
Member



Jalen Oben
Student Board Trustee

Executive Summary:

The Strategic Arts Planning Team, in collaboration with district leadership, *is dedicated to an equitable, sustainable arts education system* for Conejo Valley Unified School District with sequential, standards-aligned curriculum, increased staffing and robust structures to deliver excellence in all art forms.

In addition, we believe that a primary purpose of the arts is to connect to the parents, families and community that make the Conejo Valley Unified School District a sought-after educational institution. We are proud that the arts create a magnet for parents and families, build community within our school sites, and set students up for college, career and life-long success and fulfillment. People create because they have something to say. We want to give our students that platform to develop their creative voice to meet the evolving needs of the 21st century. All of this is contextualized within a framework of understanding that the challenges of an increasingly complex world will require unprecedented ingenuity, collaboration and critical thinking skills.

Once again, a diverse team of district and community members was brought together to envision the path forward for revisement and implementation of a fully developed arts education system for Conejo Valley Unified School District. The team identified needs as well as opportunities. The team developed an understanding of the ***strength of music*** with additional credentialed music teachers to offer an outstanding curriculum with sequential skill development. Creating an even stronger pipeline to the middle school and high school programs will expand and strengthen secondary arts learning experiences for all of the students involved. Students develop relationship skills through working together in ensembles and moving towards a shared goal. In addition, exploration of musical genres from around the world develops cultural understanding. As the years go on, expanded emphasis will be placed on the other arts disciplines, including dance, theatre, visual arts and media arts.

The concept of ***integrating the arts into core content areas***, especially in K-5 classrooms was embraced by the team as a strategic initiative. It has been seen that early exposure to a range of arts disciplines from visual arts to theatre to media arts, can enhance student depth of knowledge in other content areas and reach learners that might not otherwise be so engaged. Building capacity for self awareness and social awareness leads to more collaborative classrooms. Promising practices for integrating arts for English Learners and for students with special needs continue to develop throughout the state as inclusive practices.

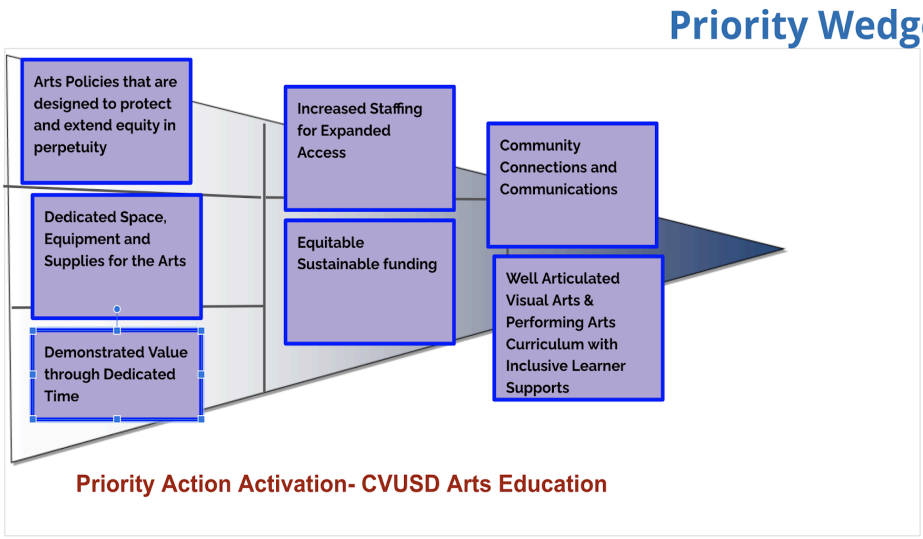
A third area of strategic interest surfaced by the team is that ***policy and funding*** needs to be sustained, expanded to provide equity and access in perpetuity, regardless of administrative transitions, state funding changes or other factors. A commitment to the arts is a commitment to a well-rounded education that values the entirety of the student experience.



The 2026-2031 Strategic Arts Planning Process Included:

Team members::

1. Divided into four teams and reviewed each of the four Strategic Directions from the Strategic Arts plan.
2. Collaborated and added Key Recommendations, Creative Ideas, and Questions to a shared Google Slides document.
3. Reviewed areas of the plan that had been “completed” and that are to be “always and Ongoing.”
4. Identification of a Practical Vision for the Arts for the next 5 years, including Identifying Strengths and Challenges.
5. Clarification of Strategic Directions to define plan priorities.





Original CVUSD Arts Planning Team:

In the Fall of 2021, Brian Peter, the Visual and Performing Arts Coordinator for the Conejo Valley 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 January-April 2022, the group met every two weeks to build consensus and envision greater access and equity to arts education for every student.

Dr. Ricardo Araiza, Director, Multilingual Learners and Equity
Julie Bernard, Art Specialist - Aspen / Parent
Katie Berry, Elementary Counselor
Elizabeth Blake, Teacher, Westlake H.S. & Los Cerritos M.S. Strings
Jason Branham, Administration - Principal, Westlake High School
Michael Freed, Asst. Dir. Redwood M.S. & TOHS Bands,. Long Term Sub, Los Cerritos M.S. Band
Alison Friedman, Art Teacher (credentialed) - Aspen Elementary
Cindy Goldberg, Trustee, Board of Education
Brynn Hutchison, General Ed. Teacher (K-5) - Lang Ranch Elementary
Nicole Judd, Principal, Redwood Middle School
Kim Kilgore, Former CVUSD Strings Coach, Arts Parent, & Studio violinist
Frank Laguardia, Music teacher at MATES and CLU, Parent
Eric Lindroth, Teacher, NPHS - Photo
Kenneth Loo, Assistant Superintendent - Instructional Services
Beth Pearcey Neal, Acacia Magnet School / Small Business Owner
Brian Peter, VAPA Coordinator CVUSD / WHS Jazz Band Director
Alec Proudfit, Recent CVUSD Alumni, Strings Coach, photo & media company owner
Denise Reader, Conejo Schools Foundation
Niki Richardson, Director, TOArts
John Sargent, Newbury Park, Choir
Dr. Dena Sellers, Director, Elementary Education
Jonathan Serret, Cultural Affairs Director, City of Thousand Oaks
Marilyn Strange Teacher, Theatre, NPHS
Karen Surmani, CSUN Arts, Music Education, Student Teacher Supervisor, Parent
Karen Sylvester Trustee, Board of Education
Vivian Vina, Principal, Glenwood Elementary
Kirsten Walker, Principal on Special Assignment (POSA) - special education focus
Nicole Wall, Teacher (ELD & Art - Middle School) & ELD Advisor
Dr. Sonia Wilson, Director, Middle School Education

Peggy Burt, Arts Education Strategic Planning Facilitator, Mindful Strategies Consulting.



New CVUSD Arts Planning Team:

On December 3rd, 2024 the Mid-Cycle Review Committee met. VPA Coordinator, Brian Peter, shared progress updates from the district lens, site level, elementary music, and Prop 28. The committee then divided into four teams and reviewed each of the four Strategic Directions from the Strategic Arts plan, and reviewed areas of the plan that had been completed. Team members then collaborated and added Key Recommendations, Creative Ideas, and Questions to a shared Google Slides document. During winter and spring, Peggy Burt and Brian Peter reviewed these conversations. They concluded that it would be best to create a new CVUSD Strategic Arts plan as Prop 28 had accelerated implementation of many areas of the original plan.

CVUSD Strategic Arts Plan Mid-Cycle Review Team:

Brianne Anderson, CRPD Cultural Supervisor
Dr. Ricardo Araiza, Director - Multilingual Learners
Julie Bernard, Visual Arts Teacher, MATES
Liz Blake, LCMS, WHS Orchestra
Jason Branham, Principal, Westlake High School
Lisa Cain, Lang Ranch Elementary
Cameo Carolan, Teacher - NPHS Dance
Lana Clark, Conejo Schools Foundation, Executive Director
Alison Friedman, Aspen Art / Drama Teacher
Cindy Goldberg, Board of Education
Jason Klinger, Los Cerritos Middle School, Principal
Tara Krisch, Teacher WHS Technical Theatre
Kenneth Loo, Assistant Superintendent - Instructional Services
Brian Peter, VAPA Coordinator CVUSD / WHS Jazz Band Director
Mandy Pollak, SEDAC representative, PTA
Rob Robinson, Parent and WHS Band Booster
James Rumenapp, TOHS Band Director
Dr. Dena Sellers, Director of Elementary Education
Anna Sobrino, K-5 Music Teacher
Marilyn Strange, NPHS Theatre Teacher
Karen Surmani, Elem Gen Music Teacher, CSUN Music Ed Professor, former CVUSD parent
Karen Sylvester, Board of Education
Paola Vargas, Principal - Weathersfield
Vivian Vina, Principal - Glenwood Elementary

Peggy Burt, Arts Education Strategic Planning Facilitator, Mindful Strategies Consulting.



Our Vision for the Arts:

The Strategic Arts Planning Team developed the following visionary blueprint to define what success will look like, over time, as we implement our Strategic Arts Education Plan. We will have:

- **Well Articulated Visual Arts & Performing Arts Curriculum**
  Systematic, standards-aligned and assessed arts curriculum, together with arts integrated instruction, that creates a sequential, well-articulated progression of arts learning for all students.

- **Increased Staffing for Expanded Access**
  A staffing structure that supports intentional collaboration from the elementary level through high school. Staffing at the elementary level will include equitable assignments of arts specialists, moving toward placement of credentialed teachers with a specialization in the arts. Dedicated, single-subject arts teachers will offer arts education at both the middle and high school levels. Staff will be supported by level-specific and area specific professional development, ensuring long-term, coordinated arts education.

- **Inclusive Learner Supports**
  Our arts plan is designed to support all students to have a broader and deeper engagement with the arts. *All students* including those who need English Language support, multilingual students, those who have special needs, different abilities or who have been recognized to need additional mental, emotional or physical supports will be provided access to the arts, regardless of any circumstances, including socioeconomic status.

- **Dedicated Space, Equipment and Supplies for the Arts**
  Dedicated rooms and spaces for specific Visual and Performing Arts education at all sites across the district, with industry standard equipment and supplies, that will be updated as necessary, along with proper storage solutions to protect valuable assets. Higher visibility for Visual and Performing Arts will be explored through displays and showcases at every school site.

- **Expanded Community Connections**
  A robust system of communications will be developed to create awareness, partnerships and collaborative opportunities between local artists, arts organizations and the classroom. Educators and administrators will have better access to information about what is available in our own community for the benefit of teachers' and students' arts learning.





- **Equitable, Sustainable funding**
  An increased budget for the arts with secure, diversified funding sources that are distributed equitably and consistently and demonstrates the commitment of the district and community. An understanding of the role of parent funding, district funding and grant funding will inform the overall budget. The Budget shall include a plan for capital outlay that ensures maintenance, replacement and upkeep of equipment and facilities.

- **Demonstrated Value of Arts Through Dedicated Time**
  Establishment of consistent times at the elementary level in which arts are taught within the school day. Arts are offered through careful attention to the master schedule/elective scheduling and are specific to the needs of students at each school site.

- **Arts Policies that are Inclusive and Protect and Extend Equity in Perpetuity**
  All members of the education community understand the underlying policies that support and protect the arts as a core discipline for students TK-12, and that these policies will remain constant over time and administrations.

  The goals, programs and actions that may be included in LCAP, SPSAs, etc. are inclusive of the arts, and are adopted and implemented across the district.

  Students who wish to pursue long-term pathways in the arts are supported by administrators and counselors district-wide who understand and encourage options in scheduling at the middle and high school levels. No student shall be excluded from the arts as all students will be able to access arts from within their required course of study.



Strategic Direction Outcomes: Pillars of the Plan

These are the pillars of the plan that provide structure to the vision, all of the goals, actions, timeline and resources. By articulating key strategic directions and looking toward the outcome, the team was able to backwards map all of the goals and actions needed to activate the future of arts education in the Conejo Valley Unified School District.

Strategic Direction #1: Developing and Providing Excellence in Arts Curriculum, Instruction & Professional Learning

- Outcome: Well Articulated Visual Arts & Performing Arts Curriculum with Inclusive Learner Supports.

Strategic Direction #2: Ensuring High-Quality Staffing, Supported with Time & Resources

- Outcome: Well Resourced Arts Programs with Staffing and Infrastructure. The Value of the Arts is Demonstrated through Dedicated Time, Space, Equipment and Supplies for the Arts.

Strategic Direction #3: Expanding and Deepening Community Connections & Communications

- Outcome: Ongoing, Expanded Community Connections and Communications

Strategic Direction #4: Providing Sustainability for Arts Education through Policies and Funding

- Outcome: Arts Education Policies and Equitable Funding Supporting all students and programs sustainably over time.



Why This Matters:

A Message from Brian Peter, CVUSD VAPA Coordinator

The Strategic Arts plan seeks to expand opportunities in curriculum, instruction, and professional learning through a systematic structure of support for students, educators, and administrators.

We will provide a TK-12 arts infrastructure that will provide resources, including arts integrated lesson plans, and will allow students and families to understand that arts education has value - equal value to other areas of study. This process shows students, teachers, and their families that the district and community honors the value of the arts for a well-rounded education.

In the state of California, the arts can be for fun and fulfillment, but they can also lead to careers in the arts. Because we are providing consistency and structure for a TK-12 sequential experience, students will learn that they can participate in the arts for the rest of their lives for enjoyment, they can participate in the arts for self-expression, or they can make the arts a life-long career.

Students will also understand that the arts are rooted in a shared sense of humanity and shared cultures across time and place. Taking time to explore, and begin to understand the music, the art, or the dance of other cultures can develop empathy, tolerance, and deep respect.

By offering a rich and culturally diverse arts curriculum that provides continuity of arts experience to all TK-12 students, will honor childhood, providing a stable place that can support a range of SEL needs for the whole child and whole family. As humans seeking joy, sometimes, we want to sing out loud, sometimes we want to doodle, sometimes we play our instruments, sometimes we dance as if no one is watching. The arts can serve our ever changing SEL needs. They do not expire upon graduation from high school. The arts support quality of life for our whole lives.

The arts bring relevance, why do I need to learn this? When will I use this? A coordinated arts curriculum will answer these questions, every day, and everywhere. The arts teach us how to look and how to listen. The arts are everywhere, they are impacting us subconsciously whether we know it or not. Arts education will heighten awareness in our community amid our diverse cultures, allowing students to tune in, express, know themselves better, and connect to people and arts from all cultures.

Brian Peter, CVUSD Visual and Performing Arts Coordinator





Strategic Directions
Conejo Valley Unified School District Strategic Arts Plan

The following outlines the four strategic directions and corresponding goal areas that will shape our implementation:

Strategic Direction #1:
Developing and Providing Excellence in Arts Curriculum, Instruction & Professional Learning

Goal 1.1 Structure a comprehensive, articulated VAPA Program and a cohesive, baseline education in VAPA to integrate the arts in all areas of CVUSD in a collective effort to fortify academic achievement.

Goal 1.2 Provide education and professional development to create a cultural/mindset shift as it pertains to the importance of the arts in education.

Strategic Direction #2:
Ensuring High-Quality Staffing, Supported with Time & Resources

Goal 2.1 Commit to prioritizing Arts Education by staffing our schools with highly qualified Arts Educators.

Goal 2.2 Ensure all students at all school sites have equal access to consistent, standards-based quality arts instruction.

Strategic Direction #3:
Expanding and Deepening Community Connections & Communications

Goal 3.1 Utilize all available community partnerships & stakeholders.

Goal 3.2 Communicate and advocate to all stakeholders what Arts Education is in CVUSD.

Strategic Direction #4:
Providing Sustainability for Arts Education through Policies and Funding

Goal 4.1 Commit to Arts Education in plans and policies in CVUSD that are inclusive of all students and are designed to protect and extend equity in perpetuity.

Goal 4.2 Plan for and designate funds to Arts Education at all grade spans



The Declaration of the Rights of All Students to Equity in Arts Learning

The following declaration developed by the state-wide collective impact coalition CREATE CA outlines each student's right to have access to high-quality public arts education, regardless of their background, culture, language or geographic location.

1. The right to equitable access to pre-K-12 free, coherent and sequential standards-based arts learning that is part of the core curriculum and that provides both integrated and discrete visual and performing arts learning opportunities; and the right to equitable outcomes as a result of this access.

Every student in the Conejo Valley Unified School District has the right to participate and succeed in high-quality courses in all the arts disciplines as part of their basic education, regardless of their ability, background, culture, language or place of residence.

2. The right to special protection for every student's artistic and aesthetic development. The right to protection from policies and practices that exclude or preclude certain students or populations from equitable access to and success in powerful and coherent arts learning pre-K-12.

All students have the same right to fully develop their creative potential at every grade level and to not be excluded for any reason.

3. The right to arts learning that is culturally and linguistically responsive and relevant, with particular attention to those populations that have traditionally been excluded or precluded, such as English Learners, students of color, foster youth, homeless youth, students in poverty, migrant students and special needs students.

All students have the right to engage in arts education that reflects, respects and builds on their culture, language and background.

4. The right to arts learning programs in every school, district and community that are funded and supported with the necessary resources – including qualified administrators, teachers, teaching artists and other staff; adequate materials; and appropriate facilities – to support powerful culturally and linguistically responsive arts learning.

All students have the right to receive the resources they need to be successful in their arts studies in dance, music, theatre, and media and visual arts, including the right supplies and facilities and especially qualified teachers and curriculum that honors all cultures and languages.

5. The right to educators, leaders and parents/community who are knowledgeable about the intrinsic and extrinsic benefits of arts learning for individual students, families/communities, the nation and global society.

All students have the right to be supported by leaders in their community and school who understand the benefits of an arts education to prepare them for college, career and life.

6. The right to be brought up in school and community environments that value and protect the arts and equity as essential to the full development of every student and that demonstrate those values/beliefs in their public policies and practices.

All students have the right to learn and practice the arts in a positive environment where everyone understands and acts on the knowledge that they are engaging in valuable and important work.

www.createca.org

The District leadership and the CVUSD Arts Planning Committee stand by this declaration as part of our overall commitment to equity and access to arts education for all students.



Universal Design for Learning:

Arts Education is grounded in UDL ensuring that all learners are actively engaged with multiple pathways for learning and expression. UDL articulates the "why", the "what" and the "how" of learning. The chart below outlines UDL from the organization www.cast.org

	Provide multiple means of **Engagement**  Affective Networks The "WHY" of learning	Provide multiple means of **Representation**  Recognition Networks The "WHAT" of learning	Provide multiple means of **Action & Expression**  Strategic Networks The "HOW" of learning
Access	Provide options for **Recruiting Interest** (7) • Optimize individual choice and autonomy (7.1) • Optimize relevance, value, and authenticity (7.2) • Minimize threats and distractions (7.3)	Provide options for **Perception** (1) • Offer ways of customizing the display of information (1.1) • Offer alternatives for auditory information (1.2) • Offer alternatives for visual information (1.3)	Provide options for **Physical Action** (4) • Vary the methods for response and navigation (4.1) • Optimize access to tools and assistive technologies (4.2)
Build	Provide options for **Sustaining Effort & Persistence** (8) • Heighten salience of goals and objectives (8.1) • Vary demands and resources to optimize challenge (8.2) • Foster collaboration and community (8.3) • Increase mastery-oriented feedback (8.4)	Provide options for **Language & Symbols** (2) • Clarify vocabulary and symbols (2.1) • Clarify syntax and structure (2.2) • Support decoding of text, mathematical notation, and symbols (2.3) • Promote understanding across languages (2.4) • Illustrate through multiple media (2.5)	Provide options for **Expression & Communication** (5) • Use multiple media for communication (5.1) • Use multiple tools for construction and composition (5.2) • Build fluencies with graduated levels of support for practice and performance (5.3)
Internalize	Provide options for **Self Regulation** (9) • Promote expectations and beliefs that optimize motivation (9.1) • Facilitate personal coping skills and strategies (9.2) • Develop self-assessment and reflection (9.3)	Provide options for **Comprehension** (3) • Activate or supply background knowledge (3.1) • Highlight patterns, critical features, big ideas, and relationships (3.2) • Guide information processing and visualization (3.3) • Maximize transfer and generalization (3.4)	Provide options for **Executive Functions** (6) • Guide appropriate goal-setting (6.1) • Support planning and strategy development (6.2) • Facilitate managing information and resources (6.3) • Enhance capacity for monitoring progress (6.4)

Located near Boston, CAST is a nonprofit education research and development organization that created the Universal Design for Learning framework and UDL Guidelines, now used the world over to make learning more inclusive.



CASEL:

The Collaborative for Academic, Social, and Emotional Learning has been a leader in SEL since first introducing the term more than two decades ago. CASEL has helped grow social and emotional learning from a promising theory to an essential part of education. In the state of California, the arts and SEL provide a key set of best practices to frame education for the whole child, engage parents and families, and partner with the community.

www.casel.org



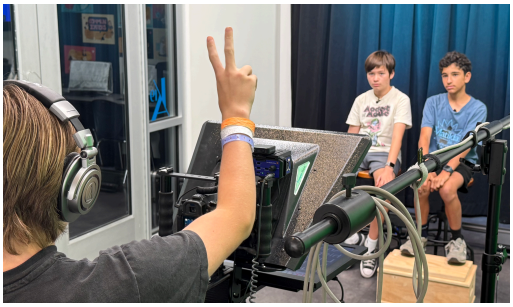




The Arts Education & Social Emotional Learning Framework:

The Arts Education & Social Emotional Learning Framework *is* designed to illuminate the intersection between arts education and social-emotional learning to allow for the intentional application of appropriate teaching and learning strategies, with the overarching goal of enhancing art education. www.selarts.org

SOCIAL EMOTIONAL LEARNING COMPETENCIES	ARTISTIC PROCESS: CREATE	PERFORM/ PRESENT/PRODUCE	RESPOND	CONNECT
01 SELF-AWARENESS	CR/SeA	PR/SeA	RE/SeA	CN/SeA
02 SELF-MANAGEMENT	CR/SM	PR/SM	RE/SM	CN/SM
03 SOCIAL AWARENESS	CR/SoA	PR/SoA	RE/SoA	CN/SoA
04 RELATIONSHIP SKILLS	CR/RS	PR/RS	RE/RS	CN/RS
05 RESPONSIBLE DECISION-MAKING	CR/RDM	PR/RDM	RE/RDM	CN/RDM







Strategic Direction #1:
Developing and Providing Excellence in Arts Curriculum, Instruction & Professional Learning

Goal 1.1:
Structure a comprehensive, articulated VAPA Program and a cohesive, baseline education in VAPA to integrate the arts in all areas of CVUSD in a collective effort to fortify academic achievement.

Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
1 **6-12 Theater Arts**	Design or adopt sequential standards-based curriculum in theatre for 6-12th grades	Work with secondary theatre/drama teachers to define scope and sequence of theatre instruction for standards alignment and to inform elementary practices	VAPA coordinator with credentialed teachers in the district and community teaching artists	Arts PLC time	A scope and sequence of what students will learn, know and be able to do through theatre is defined from 6-12th grade.
1 **K-5 Arts Integration**	Design or adopt arts-integrated curriculum based on K-5 core standards in all elementary schools.	* Convene a task force of educators from each school cluster that represent the diverse school populations. * Weave in members with different perspectives to the task force to ensure inclusive learner support. * Design specific lessons for arts integration based on adopted curriculums and grade level standards and package in a way that teachers can easily access and	Instructional Services	* Pay educators' hourly rates or full day substitutes. * Bring in voices from Special Education, ELD and other under-represented groups.	* Arts Integrated curriculum: lessons, units, scope and sequence K-5. * Data collection from the committee Curriculum created.

		teach. * Create a curriculum with Universal Design for Learning in mind.			
1 **K-12 All-District Expansion**	Provide opportunities to showcase student learning and performance in the arts	* Explore Expanding the All-District Music Festivals. * Explore including dance, theatre, media arts and visual arts into the music festivals * Explore producing a Theatre night or dance night - excerpts from a production/musical, etc. * Provide participation opportunities for all students from 3rd grade up within the structure of the festivals	CSF, CVUSD/ VAPA, CRPD	Planning time. Production costs. Materials costs.	Expand All District Festival that showcases the variety and diversity of CVUSD Arts Program
1 **K-5 PE -> Dance**	Explore background of PE teachers to determine if dance can be offered	* Work with PE teachers that are interested in dance to pilot dance within PE at the elementary level. * Explore how to incorporate HS dance into elementary and middle school dance	VAPA Coordinator and new PE Teachers	Planning time	Dance is offered within PE at selected elementary sites.
1 **5th Grade Band, Choir, & Strings Expansion**	Provide sequential standards-based music instruction for Grade 5 to include three areas of choice	Hire appropriate staffing to offer Choir, Strings and Band for all 5th graders district wide to all sites	VAPA Coordinator and Credentialed Music Teachers	* Equipment, supplies, dedicated spaces, and musical instruments * Teacher salaries	Students receive weekly instruction year-long in the area of their choice from a credentialed music teacher employed and evaluated by the district.

1-2 **K-12** **Visual Arts**	Design or adopt scope and sequence for sequential standards-based curriculum in visual arts K-12	* Explore adding visual arts equitably to all middle schools * Work with secondary visual arts teachers to define scope and sequence of visual arts instruction for standards alignment and to inform elementary practices * City public arts plan- how to connect our visual art programs with the city's goal to have more local artists throughout the community	VAPA coordinator with credentialed teachers in the district	Arts PLC time	A scope and sequence of what students will learn, know and be able to do through visual arts is defined from K-12th grade.
1-2 **K-5** **Arts Baseline**	Define a "baseline" of what all students will receive as arts instruction (both dedicated and integrated) in the elementary grades K-5	* Arts Team to evaluate the adopted scope and sequence/curricula of dance, music, theatre and visual arts in the district to establish best practices for equitable baseline of what all students will receive in dedicated and integrated arts instruction. * Create annual events for students based on elem grade level	VAPA coordinator with a diverse arts team of elementary teachers, arts specialists, credentialed arts teachers in the district and community members.	Arts PLC time	Based on the adopted curriculum/scope and sequence of dance, music, theatre and visual arts, every elementary school site in the district will adopt and implement the baseline: what all students have access to in the elementary grades in the arts.

1-2 **K-12 Culturally Relevant Units**	Expand culturally aware arts units K-12. Develop project-based learning and specialized units of study for VAPA and Arts Integrated curriculum	* Continue to develop the arts programs to be inclusive of all cultures represented by our student population. * Select arts that celebrate/spotlight diverse cultures to tie in culture and world concepts through history, social studies or other areas. * Consider building specialized units to support core content or recognition months (Black History Month/ Women's History Month, etc) based on need and feedback from educators	VAPA coordinator / Instructional Services / selected teacher leaders in arts integration	Arts PLC time	Specialized units are created and shared with interested teachers.
2 **6-12 Dance**	Design or adopt sequential standards-based curriculum in dance	* Work with secondary dance teachers to define scope and sequence of dance instruction for standards alignment and to inform elementary practices * Consider summer dance classes for middle and high school students * Continue partnerships with higher education such as CSU Channel Islands for dance lectures and classes. * Bring in local dance studios to support/guest teach/adjudicate dance teams/classes.	VAPA coordinator with credentialed teachers in the district and community teaching artists	Arts PLC time	A scope and sequence of what students will learn, know and be able to do through dance is defined from 6-12th grade.

2 **1-5** **Theatre**	Expand theatre at elementary schools	* Consider Theatre Arts Camp in Summer - Expansion * Standards based instruction in theater at all grade levels. * Understanding that "putting on a play" is entertaining, but is not always grade level appropriate standards based theater instruction.	VAPA coordinator / selected teacher leaders	Arts PLC time	Standards based instruction is provided during school or in afterschool programs.
3 **6-8** **Dance**	Consider offering dance at the middle school level	Determine if dance at the middle school can be offered through PE, teaching artists or dance credentialed teachers.	VAPA coordinator/Instructional services/selected teacher leaders	Arts PLC time	Dance is offered as an elective at the middle school level.
3 **4th Grade Band, Choir, Strings**	Provide sequential standards-based music instruction for Grade 4 to include three areas of choice	Hire appropriate staffing to offer Choir, Strings and Band for all 4th graders district wide	VAPA Coordinator and Credentialed Music Teachers	* Equipment, supplies and musical instruments * Teacher salaries	Students receive weekly instruction year-long in the area of their choice from a credentialed music teacher employed and evaluated by the district.
3 **K-12** **Media Arts**	Design or adopt sequential standards-based curriculum in media arts	* Look at how media arts is offered through CTE. * Explore how media arts might be offered at the elementary grade levels * Consider incorporating intentional, standards-based media arts into maker spaces around the district	VAPA coordinator with a variety of Media Arts teachers in the district	Arts PLC time	A scope and sequence of what students will learn, know and be able to do through media arts is defined from K-12th grade.

Goal 1.2:
Provide education and professional development to create a cultural/mindset shift as it pertains to the importance of the arts in education.

Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
1 **K-12 SEL / Arts Curriculum / Arts Integration**	Explore how SEL competencies can support arts curriculum and arts integrated curriculum	* Develop SEL and Arts Task Force or committee to determine best ways to include social emotional learning for all students within the arts curriculum. * Determine what professional learning/training is needed to create understanding around SEL and the arts. "(Survey/Conversations/Work with leadership, etc.) * Convene a team of teachers who are interested in deepening their understanding of how to weave SEL into arts and core instructional practices K-12. * Following UDL guidelines assists with differentiation of instruction for all students.	VAPA Coordinator to meet with teams to advance the integration of SEL with the arts and core curriculum	* Consider the use of existing PD days to convene teachers. * Explore after school options for Arts PLC.	Sample lessons, units and practices are shared in grade-level planning cohorts for SEL with arts and core curriculum.

1 **K-5 Arts Integrated Lesson Library**	Develop grade-level cohorts to build out arts integrated lessons and units based on the training provided	* Grade-level teams develop and share lessons. * Build a resource library of lessons to be made available digitally. * Survey and follow up with elementary arts integration training on an annual basis. * Assess current Makerspaces - incorporate lessons for arts integrated with resources of the Makerspaces.	VAPA Coordinator, Grade Level Curriculum Committees, Leadership	Arts PLC time	Resource library of arts integrated lessons tied to grade level core content.
1 **PD for Elem Arts Specialists 6-12 Arts Teachers**	Provide relevant professional learning for arts specialists at the elementary level and secondary arts teachers	* Survey arts specialists at the elementary level and secondary arts teachers to assess needs. * Support VAPA teachers who wish to attend professional conferences: develop a system for approval/funding. * Share widely with best practices learned at conferences.	VAPA Coordinator, Elementary Arts Specialists and Secondary Arts Teachers	Arts PLC time or conference fees.	Teachers attend relevant professional learning opportunities and share out best practices.
1 **VAPA Educator PLC**	Provide collaboration time for VAPA teachers	*Three to four times per year convene VAPA teachers to collaborate on content, standards alignment and articulation. * Identify dates for PLC/collaboration time well in advance.			

1-3 **6-12 Interdisciplinary Arts Curriculum**	Provide support for educators to develop interdisciplinary arts curriculum and instruction	* Provide time for educators to work together to develop units/scope and sequence or lessons that integrate the arts with other content areas or within the arts disciplines. * Consider a secondary PD Day for teachers to collaborate together for all visual and performing arts integration.	Site administration and educators, VAPA Coordinator, Arts Leads	Funding for collaboration time.	Teachers are supported to work together to define interdisciplinary arts opportunities.
2 **Inclusive Learner Supports in Arts**	Check curriculum for accessibility and "inclusive learner supports"	* As the arts curriculum is developed, ensure that it is accessible to students who are English learners or who have special needs with UDL. * Include art supplies for students with mobility disabilities. * Expand knowledge and use of adaptive tools that increase arts access. * District Showcases - include a visual arts display in the lobby of theatre productions - audio descriptions, CC. * Implement accessible considerations for performers with disabilities. * Consider tapping into the expertise of the Inclusion TOSA and using Prop 28 funding to hire arts specialists who have experience with selected populations.	VAPA Coordinator with selected specialists, Instructional Services, arts leads	Curriculum review and development planning time.	Curriculum meets the needs of diverse learner populations.

2-3 **6-12 Interdisciplinary Arts Curriculum"**	Where appropriate, bring in teaching artists, arts organizations and community artists to provide professional learning opportunities	Develop Artist residencies, workshops, or professional learning opportunities for teachers,	VAPA Coordinator and teaching artists / arts organizations	Grant funding may be available to partner with arts organizations/ community artists.	Artist residencies, workshops, or professional learning opportunities are provided to teachers,
2-3 **6-12 PL for Counselors**	Develop professional learning opportunities for school counselors at the secondary level	* Determine scope of training around the careers in the creative economy, colleges that offer scholarships for arts students and the value of creative occupations. * Explore the resource "Gladeo" that is being piloted by CREATE CA for creative careers.	VAPA coordinator, CTE teachers and School Counselors / Guidance Counselors	Planning time	Professional learning and resources provided to school counselors to ensure understanding of creative career pathways.

Strategic Direction #2:
Ensuring High-Quality Staffing, Supported with Time & Resources

Goal 2.1: **Commit to prioritizing Arts Education by staffing our schools with highly qualified Arts Educators.**					
Phase	**Strategies**	**Actions**	**Person/Group Responsible**	**Budget Needs**	**Measurable Outcome**
1-3 **K-12** **Arts Staffing**	Investigate current arts staffing at school sites to understand needs and opportunities	* Determine minimum arts staffing desired by school sites. * Where possible hire credentialed or highly qualified arts specialists for each school site. * Through an articulated curriculum, consider a thoughtful staffing combination of multi or single subject credentialed teachers along with CTE educators. * Create new theatre manager/specialist positions.	VAPA Coordinator, HR and Instructional Services and Principals.	Budget for staffing to be determined.	An equitable distribution of arts teachers creates expanded access across the district.
1 **K-5** **Site Arts Leads**	Designate arts lead at each elementary school site	* Survey sites to select or nominate an arts lead. * Develop a list of responsibilities and perks for arts leads. * Designate time frame (1-2 year commitment) "Convene arts leads once a month in a professional learning community. * Consider meeting off site at community arts organizations to deepen partnership opportunities.	VAPA Coordinator and designated arts leads	Extra duty pay to be the arts lead	Arts Leads meet once a month to implement key aspects of the plan, such as considering curriculum, planning professional development, building community partnerships and sharing communications for events and opportunities.

1-2 **5th Grade Band &, Strings**	Expand to all sites: 5th grade band, and strings for all students by credentialed music teachers	Determine staffing for 5th grade band, and strings.	Teachers reporting to VAPA Coordinator	Salaries for educators	5th graders are able to choose, and will receive music instruction in the selected music track of band or strings.
1-3 **K-12 Share staffing resources**	Share staffing resources at multiple levels- elementary to secondary	* Support articulation and relationships to expand understanding to support the performing arts pipeline and provide more opportunities for students. * Dedicated costume design teaching artists to travel to all theatre groups. * Dedicated set design teaching artists to travel to all theatre programs district wide. * Explore secondary teacher release to work with MS programs. * Consider MS release to work with EMS.	VAPA Coordinator	Planning and communicating to sites / teachers for increased opportunity.	Staffing leverages opportunities for students to develop awareness and interest.
1-3 **VAPA Coordinator**	Fund VAPA Coordinator long-term	VAPA Coordinator to become a permanent position funded by the district.	Instructional Services	Funding for position	VAPA Coordinator coordinates all arts education programs and attracts mulit-year funding sources to sustain programs over time.

2 **K-5 Continue Site Arts Leads** **6-12 Arts Leads**	Designate arts lead at each secondary school site.	* Survey sites to identify lead / department chair for the arts. * Invite leads and Arts DC's to convene once every other month. * Convene arts leads every other month in a professional learning community. * Consider meeting off site at community arts organizations to deepen partnership opportunities.	VAPA Coordinator and designated arts chairs.	Planning time	Arts Leads / Chairs meet every other month to implement key aspects of the plan, such as considering curriculum, planning professional development, building community partnerships and sharing communications for events and opportunities.
2-3 **K-12 Expand Arts Staff**	Consider hiring additional credentialed arts teachers	* Annually, evaluate need and move to support additional credentialed teachers over time. * Exploring staffing at Century and CVHS for VAPA opportunities.	VAPA Coordinator, District Leadership, Instructional Services, HR	Planning time	Over time, more credentialed arts teachers are added to staff to expand equitable access to the arts for all students.
2-3 **K-12 Collegiate Outreach & Instruction**	Consider bringing on university level students / interns to support arts programs	* Recruit, connect with universities. * Develop relationships with CVUSD graduates and local university students. * Students to support sectional music instruction / visual arts or other student teaching opportunities. * College students to help coordinate events and productions under the direction of staff or district tech.	VAPA Coordinator, HR	Communications and Outreach. Program development and supervision	University students or interns support the arts in CVUSD.
2-3 **Arts Staff as Resource**	Identify additional arts resources among existing staff	Poll staff and create profiles to celebrate the unknown artistic lives of teachers, counselors, administrators and classified staff.	VAPA Coordinator	Planning and implementation time	Highlight and celebrate the artistic pursuits and talents of current staff at CVUSD.

Goal 2.2: Ensure all students at all school sites have equal access to consistent, standards-based quality arts instruction.					
Phase	**Strategies**	**Actions**	**Person/Group Responsible**	**Budget Needs**	**Measurable Outcome**
1-2 **K-5 Space for Arts Ed**	Secure dedicated spaces for the arts at each school site.	* Identify up to 1-2 "Arts" rooms on each campus (may be shared space), based on best practice models. * Outline needs for equipment, (such as projectors), furniture, (such as stackable stools) supplies and materials for each room. * Identify needs for dance programs including mirrors, dance barres and marley / raised floors. * Secure proper storage and ensure proper maintenance. * Partner with storage companies to store theater set pieces, instruments, etc	Principal and school site staff including facilities. VAPA Coordinator and designated arts teachers.	Develop a budget to furnish and supply dedicated spaces.	Additional space for the arts is developed over time with proper equipment, supplies, furnishings and maintenance in place.
2 **K-5 Maker Spaces**	Explore use of maker spaces on school sites	Look at the possibility of using "maker spaces" for a combined "Arts and Innovation" lab mixed use to uplift STEAM, arts and technology for students.	VAPA Coordinator, STEAM Coordinator, Principals and other district staff including facilities	Develop budget to add more arts to maker spaces	Additional arts are integrated into maker spaces in terms of digital technology, graphic design, visual arts and media arts.

1-3 **6-12** **Protect Arts Classes**	Protect existing classes / sections to provide students equity, opportunity and consistency.	* Evaluate current arts offering and notes enrollment trends. * Boost pipeline programs.	VAPA Coordinator, District Leadership, Instructional Services, HR	Planning time	Existing classes and sections gain strength over time due to strategic and intentional pipeline development and articulation of arts programs K-12th.
2-3 **K-5** **Arts Access Equity**	Establish a baseline of what students will have access to in the arts at each school site	* Explore what it would like to have protected or designated time for the arts at elementary sites. * Establish a customized site baseline in the arts responsive to the needs.	VAPA Coordinator, Principals	Planning time	Arts are offered at the elementary level at every site, ensuring a baseline of access and opportunity.
1-3 **6-12** **Master Schedule Arts Access**	Integrate VAPA programs into regular instruction / master schedule	* Meet with principals and site leaders to determine possibilities for master schedule adjustment * Include in middle school "wheels" or focus elective options more on arts * Reduce class conflicts that may limit student participation.	VAPA Coordinator, Principals	Planning time	All schools work toward integration, dedicated arts instruction and time in the master schedule that allow all students to access the arts.

Strategic Direction #3:

Expanding and Deepening Community Connections & Communications

Goal 3.1: **Utilize all available community partnerships & stakeholders.**					
Phase	**Strategies**	**Actions**	**Person/Group Responsible**	**Budget Needs**	**Measurable Outcome**
1 **K-12 Connect CVUSD Arts & Community**	Identify and create relationships with different arts organizations in the community	* Establish ways in which various organizations in different arts fields can support what CVUSD is doing. * Schedule reps from TOArts, City of TO Cultural Affairs, CSF, New West, Conejo Players, Hillcrest Center for the Arts, and Five Star persons to come to a Principals meeting to talk about services and potential partnerships.	VAPA Coordinator, Arts Leads, Community Arts Leaders	Arts PLC time	Intentional relationships are developed between school sites / and or grade levels at the district to create a system of partner engagement and opportunity through meetings or other engagement.
1-2 **K-12 Transportation Funding**	Determine transportation resources and needs to access community arts partner opportunities	Locate sustainable funding for transportation for specific grade levels and community arts partners.	VAPA Coordinator, Arts Leads, Community Arts Leaders	Transportation budget developed	Reliable and sustainable transportation is built into an annual plan with predictability for schools and partners.
1 **K-12 Community Connections**	Deepen relationship with the Bank of America Performing Arts Center	Invite the educators to the State of the Performing Arts at BAPAC.	BAPAC and TOArts leadership	N/A	Educators are better informed about resources and opportunities at BAPAC.

1-2 **K-12 Community Arts Resource Library**	Create a directory or resource list of community arts providers with their capacity and offerings in arts education	Survey the community partners - arts organizations and higher education partners (*See below for list of community providers).	VAPA Coordinator, Arts Leads, Community Arts Leaders, Arts & Culture Roundtable and leadership of BAPAC	Planning time	An asset map, directory or resource list is made available to increase understanding of what is available to CVUSD schools.
1-3 **K-12 Arts Field Trips**	Develop a system to coordinate field trips to local visual and performing arts organizations/museums, etc.	* Consider selected field trips per grade level to visit museums or to see a show per year. * Consider pre and post performance / exhibit curriculum or study guides for classrooms. * Consider amplifying the impact of special "History" or culturally specific curriculum throughout the year.	VAPA Coordinator, Arts Leads and leadership of arts organizations	Transportation may be a cost	* A system is in place so that the CVUSD teachers and the arts partners maximize the attendance and benefit of the field trips. * Students have a relevant experience tied to the curriculum.

1-3 **K-12 Arts Careers & Professionals**	Develop a schedule and predictable programming to highlight professional / career pathways in the arts	* Bring in industry professionals from visual and performing arts to do workshops. * Consider pre and post visit curriculum to deepen learning and assess student engagement. * Examples include technical theatre, stage managing, visual arts careers and behind the scenes careers for the entertainment industry. * Master classes from people in all forms of art for both staff and for students. * Career days with alumni who are in the arts which are open to the public and advertised to the arts classes. * Explore mentorship programs with performing ensembles/local arts organizations. * Engage alumni - connect HS grads who go to higher ed for arts.	VAPA Coordinator / Community Partners / Arts Teachers / CTE Teachers		Each year, community partners will coordinate opportunities with the district to bring in professionals to expand student understanding of career pathways.
2-3 **Collaborate with Community Partners to identify funding sources**	Conejo Schools Foundation and TO Arts, Ventura County Arts Council and local businesses	Explore sponsorships from local organizations to support arts experiences, arts equipment/technology or arts teaching/coaching positions.	Site Leadership and VPA Coordinator		Secure new and diversified VAPA funding sources

2-3 **Collaborate with other programs / other districts**	Connect with program directors in neighboring districts.	Host festivals that other programs / outside district schools pay to participate in during the day (offsets our festival costs)			
2-3 **Collaborate with Higher Education**	Make connections with Higher Education leadership and staff and explore mutually beneficial experiences	* Streamline partnership opportunities with higher ed programs - make it more of a system. * Mutually beneficial relationships between local colleges and universities to support our programs. (Cal Lutheran, Moorpark Community College, Ventura Community College, CSU Channel Islands, CSU Northridge, etc.)	VAPA Coordinator and staff with connections to higher education		New ideas and events are planned and experienced by CVUSD staff and students in conjunction with higher educational institutions.

Goal 3.2: Communicate and advocate to all stakeholders what Arts Education is in CVUSD					
Phase	**Strategies**	**Actions**	**Person/Group Responsible**	**Budget Needs**	**Measurable Outcome**
1-3 **K-12 Central Calendar & Communications Hub**	Develop a communications plan to provide timely updates around the arts for students, parents, teachers and administrators district-wide.	* Create timelines and best platforms to communicate with parents and students on arts education opportunities. * Create a Shared Arts Calendar and a mechanism for arts leads to populate and update the calendar. * Consider having the arts calendar on the website. * Consider having students write “mini-reviews” or reports of the student performances and upload photos. * As part of the communications plan, map out social media posts and have designated people to post content. * Provide an annual state of the arts update for Board or for Leadership. Distribute broadly for families / community. * Consider creating an infographic showing the growth of engagement with students in the arts"	VAPA Coordinator, Public Information Officer, Arts Leads, Student arts leads / ambassadors	tbd	* A plan for Communications in the Arts is created. * A Shared District-Wide Arts Calendar is created, updated "in a timely manner and shared broadly. * Students participate in communications where that is appropriate to tell the story and show the story.

1-3 **K-12 Regular Arts Snapshot**	Design and develop: Communications for Arts on a regular basis	* Provide a communication to all schools and communities about what's going on in the schools around the arts. * Create a weekly or monthly staff spotlight regarding arts and / or music talent, performances, and / or hobbies. * Provide regular content for ongoing arts updates through district level communications systems.	VAPA Coordinator, Communications Coordinator, Arts Leads, Student arts leads / ambassadors, Secondary Arts Teachers	Staff time	Each month, the Arts Snapshot is made available and communicated to schools, students, families, and community.
1-2 **K-12 CVUSD VAPA Website**	Design and develop CVUSD VAPA website	* Determine scope and content for the website through review of best practices. * Develop VAPA Website: coordinated resource lists / directory for the arts. * VAPA Website to act as a hub linking to other arts programs across the district. * VAPA website prioritized to showcase student art and cross promote across the district. * Create a central calendar for all arts events. * Include Arts Roster - Dept heads / teachers for the arts / specific skill sets / expertise of staff. * Provide ability for donors / funders to donate and to be recognized on the VAPA website. * Endorse/vet community partners for school residencies / workshops /	VAPA Coordinator Arts Leads, consider student input to VAPA website	Website hosting / time to update and maintain	* CVUSD VAPA website increases awareness, interest and engagement. * Traffic can be measured on an annual basis to see which pages get the highest response.

		teaching artists. * Develop promotional materials to highlight the arts such as videos / social media posts, etc.			
2-3 **6-12 Student Arts Advocacy Videos**	Promote and amplify student voice to communicate value and benefits of the arts through Video production.	* Incorporate video production classes and teachers, and develop curriculum to explore PSA for VAPA. * Explore Conejo TV for community-wide impact.	Teaching Staff / VAPA Coordinator	Costs tbd	* Student created PSAs bring personal storytelling to the communications plan for high impact. * Students tell the story of how being in the arts shaped their point of view / lives / career / life long learning.
1-3 **K-12 Visual Arts Visibility**	Increase visibility of visual arts created by students	* Explore opportunities for Artwork displays in public places. * Include student-written artist statements with the art work. * Consider Library Gallery as a possible venue.	VAPA Coordinator / Arts Leads,	Costs to manage digital library and digital portfolios for students for rotating displays	The public / community becomes more aware of the value and excellence of arts within the CVUSD.
1-3 **K-12 Local Media Sources**	Develop a channel of communication with local media sources.	Communicate purposefully with staff local media sources regarding what's coming to CVUSD.	VAPA Coordinator, Public Information Officer, Arts Leads, etc.	Staff time	A regular presence is established in the local media to highlight arts at CVUSD.

2-3 **K-12 Muliti-Lingual & Special Group Communications**	Develop specific ways to communicate with groups that may need additional support, translation or other enhanced communication methods.	* Consider visiting advisory committees such as DELAC for input on how to better communicate with parents in different languages. * Consider student performances to different advisory committees such as DAC, DELAC, etc.	VAPA Coordinator, Arts leads, Arts, educators, parents and students,	Staff time	* Better lines of communication are established with populations that need additional support. * Inclusive learner supports are provided and celebrated.
1-3 **K-12 BOE Meeting Arts Showcase**	Engage the School Board	* Provide an arts spotlight at selected board meetings with either a pre-recorded or live student performance or exhibit to highlight growth in the arts * Add more student recognition to the Board of Education at all levels and grade-spans.	VAPA Coordinator / Public Information Officer / Social Media Director / Communications	Staff Time	The School Board becomes even more aware of the excellence of arts in CVUSD.
2-3 **K-12 Arts Engagement in Community**	Engage families and community	* Market/Communicate/ Promote importance of arts learning to students and parents. * Open House could include more intentionally all the arts programs that each school has to offer.	VAPA Coordinator / Public Information Officer / Social Media Director /Communications	Staff Time	Families and Community see the arts as valuable in their own right AND as a value of the district to develop students that are creative, innovative and prepared for the challenges of the future.

Strategic Direction #4:

Providing Sustainability for Arts Education through Policies and Funding

Goal 4.1: **Commit to Arts Education in plans and policies in CVUSD that are inclusive of all students and are designed to protect and extend equity in perpetuity**					
Phase	**Strategies**	**Actions**	**Person/Group Responsible**	**Budget Needs**	**Measurable Outcome**
1 **BOE Presentation**	Present the Strategic Arts Plan 2026-2031 and VAPA updates to the School Board.	Communicate the date of the School Board meeting to invite arts supporters in the district and community to attend.	VAPA Coordinator and District Leadership		* Arts Education Policy or presented and adopted by the School Board. * Policy or declaration can be made available for download from the CVUSD VAPA Web pages.
Goal 4.2: **Plan for and designate funds to Arts Education at all grade spans.**					
1 **K-12 Arts in SPSA plans**	Include arts education in school site plans	* Develop specific ideas of what could be funded in the arts through the SPSAs. * Encourage clarification and transparency around school site funds. * Educate all stakeholders on SPSA plans and funding.	VAPA Coordinator to advise along with Principals / Site Councils Site and District Admin, Individual Subject Matter Teachers, PIO	Review SPSA plans for budget	Arts programming and opportunity exist at every school site.

1 **K-12 Arts funding in LCAP**	Include arts education in the district-wide LCAP	Develop specific ideas of what could be funded in the arts through the LCAP based on best practices	VAPA Coordinator to meet with LCAP leadership in the district, and work with community / family members for input.	Planning and Review time: Review LCAP and see what is already funded. Review other district LCAPs for best practices.	Designated arts funding is included in the district Local Control Accountability Plan, especially as it applies to increasing access for students with special needs, English Learners and under-resourced students. * Arts are included in SPSAs.
1-3 **Fund arts classes for K-12 pipeline**	Use Prop 28 to sustain arts offerings and mitigate effects of declining enrollment. Develop and fund pipeline for music and arts programs from elementary to secondary level	* Explore underlying causes of declining enrollment in music sections at the secondary level. * Work with school sites to support master schedules and maintain arts sections if there is lower enrollment in arts classes. * Amplify the impact of Prop 28 by allowing lower enrollment sections.	Instructional Services, VAPA Coordinator, Music Educators	Secondary funding to be restored or expanded beyond pre-Covid levels where possible.	The diversity of offerings continues including various levels for beginning, intermediate and advanced students within music.
1-2 **K-12 Equitable Arts Instruction**	Ensure equitable instruction across multiple school sites	Provide funding for instrumental specialists and coaches that assist middle and high school arts programs (that are currently parent funded).	VAPA Coordinator with district leadership support	Funding for secondary instrumental music specialists.	As a result, under-resourced students receive the same small group specialized instrument instruction as those schools/families with more resources.

1-3 **K-12 Strategic Parent Funding and Guidance for Arts.**	Leverage parent funds to maximize benefits	Convene an advisory group to meet with parent groups who raise funds to make their impact more strategic and leverage opportunities that district funds provide.	VAPA Coordinator with advisory group	Make recommendations to strategically leverage parent funds for maximum impact and benefit while retaining parent choice and voice.	Parent funding will supplement district funds and provide critical resources where the district needs them the most.
1-3 **K-12 Local & Regional Grants**	Leverage grant funding through arts nonprofits to maximize benefits	* Convene an advisory group to meet with community arts partners who receive grant funds to support arts in the schools to make their impact more strategic and leverage opportunities that district funds provide. * Consider a project-based Grant Writer. * Seek corporate sponsorships for arts funding/space renovation goals.	VAPA Coordinator with advisory group, Arts Leads	Direct funds strategically.	Community Arts Partner funding will supplement rather than supplant district funds and provide critical resources where the district needs them the most.
3 **K-12 Bonds for the Arts**	Explore the possibility and writing of a Bond Measure to support the arts	Conduct research to determine feasibility of the Bond Measure.	VAPA Coordinator with advisory group	Look at what a bond might provide to the district in terms of arts	Bond Measure funding provides steady support to the arts over time.

Always and Ongoing: Strategic Arts Plan Elements That Must Be Sustained

Goal 1.1:
Structure a comprehensive, articulated VAPA Program and a cohesive, baseline education in VAPA to integrate the arts in all areas of CVUSD in a collective effort to fortify academic achievement.

Phase	Strategies	Actions	Person/Group Responsible	Budget Needs	Measurable Outcome
K-5 General Music	Design or adopt sequential standards-based curriculum in music	Define general music scope and sequence for grades K-5 in all elementary schools with particular emphasis on 4th and 5th grade launch for academic year 2022-2023. Consider using a structure of SEL to outline scope and sequence as a uniform lens (Self/Community/World/ Telling a story through Performance)	VAPA coordinator with 2 new credentialed music teachers	Equipment, supplies and musical instruments for every 4th and 5th grader Teacher salaries	Students receive weekly instruction in general music from a credentialed music teacher employed and evaluated by the district. A scope and sequence is defined for elementary music instruction K-5th grade.
Expand 5th Grade Band, Choir, Strings	Provide sequential standards-based music instruction for Grade 5 to include three areas of choice	Hire appropriate staffing to offer General Music, Strings and Band for all 5th graders district wide	VAPA Coordinator and Credentialed Music Teachers	Equipment, supplies and musical instruments Teacher salaries	Students receive weekly instruction year-long in the area of their choice from a credentialed music teacher employed and evaluated by the district.
K-12 Specialized Units	Expand Specialized arts units into secondary. Develop	Consider building specialized units to support core content or recognition months (Black History Month / Women's History Month, etc) based on need and feedback	VAPA coordinator / Instructional Services / selected	Arts PLC time	Specialized units are created and shared with interested teachers.

	project-based learning and specialized units of study for VAPA curriculum (For Ex: Harlem Renaissance; Spanish Guitar-Cubism)	from educators	teacher leaders in arts integration		
Theatre	Expand theatre at elementary schools				
Goal 1.2: **Provide education and professional development to create a cultural/mindset shift as it pertains to the importance of the arts in education.**					
K-5 Arts Integration PD	Offer arts integration training in collaboration with community partners.	Offer arts integration in selected areas through community partnership. Educate teachers about creativity, standards-based arts integration and dedicated arts education. Consider offering one art form for integration per year for five years, beginning with performing arts.	VAPA Coordinator with community arts organizations.	Teacher time / sub time. Fees for community providers (may be provided through grant funding or arts organization funding).	Teachers receive practical tools and methods to bring arts integration into the K-5 classrooms.

Inclusive Learner Supports in Arts	Check curriculum for accessibility and “inclusive learner supports”	As the arts curriculum is developed, ensure that it is accessible to students who are English learners or who have special needs. Include social emotional learning for all students within the arts curriculum. Utilize UDL practices in visual and performing arts instruction	VAPA Coordinator with selected specialists, Instructional Services, arts leads	Curriculum review and development planning time	Curriculum meets the needs of diverse learner populations.
PL centered on Additional Student Supports	Develop professional learning that increases awareness around arts for "students that need additional supports including English Learners, students with special needs and others. Provide PD in UDL"	Prioritize inclusive learner supports in the arts through ongoing professional learning and "sharing best practices Consider developing arts practices for English Learners and students will disabilities to increase access and pathways in the arts"	VAPA Coordinator, specialists in Special Needs, English Learner Development, etc. and Arts Leads	Planning Time	All educators are better informed about how to make the arts accessible, and inclusive. The number of students who are excluded from the arts drops district-wide

Goal 2.1: Commit to prioritizing Arts Education by staffing our schools with highly qualified Arts Educators.					
Ongoing K-12 Arts Staffing	Investigate current arts staffing at school sites to understand needs and opportunities	Determine minimum arts staffing desired by school sites Where possible hire credentialed or highly qualified arts specialists for each school site, Through an articulated curriculum, consider a thoughtful staffing combination of multi or single subject credentialed teachers along with CTE educators	VAPA Coordinator, HR and Instructional Services and Principals.	Budget for staffing to be determined.	An equitable distribution of arts teachers creates expanded access across the district.
K-5 Site Arts Leads	Designate arts leads at each elementary school sites	Survey sites to select or nominate an arts lead Develop list of responsibilities and perks for arts leads Designate time frame (1-2 year commitment) "Convene arts leads once a month in a professional learning community Consider meeting off site at community arts organizations to deepen partnership opportunities"	VAPA Coordinator and designated arts leads	Extra duty pay to be the arts lead	Arts Leads meet once a month to implement key aspects of the plan, such as considering curriculum, planning professional development, building community partnerships and sharing communications for events and opportunities.
K-12 Expand Arts Staff	Consider hiring additional credentialed arts teachers	Annually, evaluate need and move to support additional credentialed teachers over time.	VAPA Coordinator, District Leadership, Instructional Services, HR	Planning time	Over time, more credentialed arts teachers are added to staff to expand equitable access to the arts for all students.

Goal 2.2: **Ensure all students at all school sites have equal access to consistent, standards-based quality arts instruction.**					
K-5 Space for Arts Ed	Secure dedicated spaces for the arts at each school site.	Identify up to 1-2 "Arts" rooms on each campus (may be shared space), based on best practice models. Outline needs for equipment, (such as projectors), furniture, (such as stackable stools) supplies and materials for each room. Secure proper storage and ensure proper maintenance.	Principal and school site staff including facilities. VAPA Coordinator and designated arts teachers.	Develop a budget to furnish and supply dedicated spaces.	Additional space for the arts is developed over time with proper equipment, supplies, furnishings and maintenance in place.
K-12 Musical Instruments & Maintenance	Place key priority on Musical Instruments, Equipment and Supplies to support expanded music program at elementary	Build out necessary storage, furniture and musical instruments Inventory what musical instruments and equipment is already at elementary schools Build out inventory of: Percussion Instruments (rhythm sticks, boomwhackers, shakers, octave xylophones, remo drums) Provide a bluetooth speaker and district laptop for music teachers. "Consider items for students to create personal instruments Explore rotation of curriculum materials and instruments"	VAPA Coordinator, Music Teachers, Principals, Instructional Services	Designate maintenance funds at the district-wide or school site music level to provide a budget allocation for instruments, instrument repair, equipment and supplies.	K-12th grade students will have access to music, regardless of their ability to pay for true equity. Music program will be supported with proper instruments, equipment, maintenance and supplies.

6-12 Instrument Maintenance Funds	Prioritize repair and replacement to ensure working musical instruments and equipment at the secondary level	Take inventory to assess repair and replacement needs	VAPA Coordinator to support the inventory and identification of needs by the arts teachers Explore paying or provide time (e.g. pupil free day) for teachers to take inventory and check instruments and equipment for repair.	Designate maintenance funds at the district-wide or school site music level to provide a budget allocation for instruments, instrument repair, equipment and supplies.	All secondary students have access to quality, working instruments / equipment
K-5 Arts Access Equity	Establish a baseline of what students will have access to in the arts at each school site	Explore what it would like to have protected or designated time for the arts at elementary sites. Establish a customized site baseline in the arts responsive to the needs.	VAPA Coordinator, Principals	Planning time	Arts are offered at the elementary level at every site, ensuring a baseline of access and opportunity.
6-12 Master Schedule Arts Access	Integrate VAPA programs into regular instruction / master schedule	Meet with principals and site leaders to determine possibilities for master schedule adjustment Include in middle school "wheels" or focus elective options more on arts Reduce class conflicts that may limit student participation.	VAPA Coordinator, Principals	Planning time	All schools work toward integration, dedicated arts instruction and time in the master schedule that allow all students to access the arts.

Goal 3.1: Utilize all available community partnerships & stakeholders.					
K-12 Connect CVUSD Arts & Community	Identify and create relationships with different arts organizations in the community	Learn about what different arts organizations can offer to the community and CVUSD Establish ways in which various organizations in different arts fields can support what CVUSD is doing	VAPA Coordinator, Arts Leads, Community Arts Leaders	Arts PLC time	Intentional relationships are developed between school sites/ and or grade levels at the district to create a system of partner engagement and opportunity through meetings or other engagement
K-12 Transportation Funding	Determine transportation resources and needs to access community arts partner opportunities	Locate sustainable funding for transportation for specific grade levels and community arts partners	VAPA Coordinator, Arts Leads, Community Arts Leaders	Transportation budget developed	Reliable and sustainable transportation is built into an annual plan with predictability for schools and partners.
K-12 Community Connections	Deepen relationship with the Bank of America Performing Arts Center	Invite the educators to State of the Performing Arts at BAPAC	BAPAC and TOArts leadership	N/A	Educators are better informed about resources and opportunities at BAPAC

Goal 3.2: Communicate and advocate to all stakeholders what Arts Education is in CVUSD					
K-12 Central Calendar & Communications Hub	Develop a communications plan to provide timely updates around the arts for students, parents, teachers and administrators district-wide.	Create timelines and best platforms to communicate with parents and students on arts education opportunities. Create a Shared Arts Calendar and a mechanism for arts leads to populate and update the calendar "Consider having the arts calendar on the website. Consider having students write “mini-reviews” or reports of the student performances and upload photos. As part of the communications plan, map out social media posts and have designated people to post content. Provide an annual state of the arts update for Board or for Leadership. Distribute broadly for families / community. Consider creating an infographic showing the growth of engagement with students in the arts"	VAPA Coordinator, Public Information Officer, Arts Leads, Student arts leads / ambassadors	tbd	A plan for Communications in the Arts is created. A Shared District-Wide Arts Calendar is created, updated "in a timely manner and shared broadly. Students participate in communications where it is appropriate to tell the story and show the story."
K-12 Local Media Sources	Develop a channel of communication with local media sources.	Communicate purposefully with staff local media sources regarding what's coming to CVUSD	VAPA Coordinator, Public Information Officer, Arts	Staff time	A regular presence is established in the local media to highlight arts at CVUSD.

			Leads, etc.		
K-12 Arts Engagement in Community	Engage families and community	Market / Communicate / Promote importance of arts learning to students and parents Open House could include more intentionally all the arts programs that each school has to offer.	VAPA Coordinator / Public Information Officer / Social Media Director / Communications	Staff Time	Families and Community see the arts as valuable in their own right AND as a value of the district to develop students that are creative, innovative and prepared for the challenges of the future.
Goal 4.1: **Commit to Arts Education in plans and policies in CVUSD that are inclusive of all students and are designed to protect and extend equity in perpetuity**					
Goal 4.2: **Plan for and designate funds to Arts Education at all grade spans.**					
K-12 Arts in SPSA plans	Include arts education in school site plans	Develop specific ideas of what could be funded in the arts through the SPSAs. Encourage clarification and transparency around school site funds. Educate all stakeholders on SPSA plans and funding"	VAPA Coordinator to advise along with Principals / Site Councils Site and District Admin, Individual Subject Matter Teachers, PIO	Review SPSA plans for budget	Arts programming and opportunity exist at every school site

Fund arts classes for K-12 pipeline	Use Prop 28 to sustain arts offerings and mitigate effects of declining enrollment. Develop and fund pipeline for music and arts programs from elementary to secondary level	Explore underlying causes of declining enrollment in music sections at the secondary level. Work with school sites to support master schedules and maintain arts sections if there is lower enrollment in arts classes.	Instructional Services, VAPA Coordinator, Music Educators	Secondary funding to be restored or expanded beyond pre-Covid levels where possible.	The diversity of offerings continues including various levels for beginning, intermediate and advanced students within music.
K-12 Equitable Arts Instruction	Ensure equitable instruction across multiple school sites	Provide funding for instrumental specialists and coaches that assist middle and high school arts programs (some parent funding still in place)	VAPA Coordinator with district leadership support	Funding for secondary instrumental music specialists.	As a result, under-resourced students receive the same small group specialized instrument instruction as those schools/families with more resources.
K-12 Local & Regional Grants	Leverage grant funding through arts nonprofits to maximize benefits	Convene an advisory group to meet with community arts partners who receive grant funds to support arts in the schools to make their impact more strategic and leverage opportunities that district funds provide.	VAPA Coordinator with advisory group, Arts Leads	Direct funds strategically.	Community Arts Partner funding will supplement rather than supplant district funds and provide critical resources where the district needs them the most.

Accomplished Elements from the 2022-2027 Strategic Arts Plan:

Goal 1.1: **Structure a comprehensive, articulated VAPA Program and a cohesive, baseline education in VAPA to integrate the arts in all areas of CVUSD in a collective effort to fortify academic achievement.**					
Phase	**Strategies**	**Actions**	**Person/Group Responsible**	**Budget Needs**	**Measurable Outcome**
2 **3rd Grade General Music**	General music expands to Grade 3.	Define general music scope and sequence for grades 3 in all elementary schools	VAPA coordinator and credentialed music teachers to provide general music	Equipment, supplies and musical instruments for the program. Teacher salaries	Students receive weekly instruction in general music from a credentialed music teacher employed and evaluated by the district.
3 **K-2 General Music**	General music expands to 1-2	Define general music scope and sequence for grades 1-2 in all elementary schools	VAPA coordinator and credentialed music teachers to provide general music	Equipment, supplies and musical instruments for the program. Teacher salaries	Students receive weekly instruction in general music from a credentialed music teacher employed and evaluated by the district.
Goal 1.2: **Provide education and professional development to create a cultural/mindset shift as it pertains to the importance of the arts in education.**					
1 **K-5 Teachers Arts Interests**	Poll K-5th grade teachers to find out their interest in arts integration professional learning	Create a survey to find out what teachers have interest in attending training for arts integration	VAPA Coordinator	Planning time	Survey distributed, data aggregated and findings shared out with leadership on arts integration for all K-5 teachers.

Goal 2.1: **Commit to prioritizing Arts Education by staffing our schools with highly qualified Arts Educators.**					
1 **4-5 General Music Teachers**	Hire two new credentialed general music 4th-5th grade elementary teachers	Develop job description and post the position Staff up to 2.2 teachers for 4th & 5th grade General Music Interview, hire and on board	VAPA Coordinator/HR	Funding for two positions plus benefits	Two new credentialed music teachers employed and evaluated by the district.
2-3 **5th Grade Band, Choir, Strings**	Implement 5th grade band / choir / strings for all students by credentialed music teachers	Determine staffing for band / choir / strings for 5th	Teachers reporting to VAPA Coordinator	Salaries for educators	5th graders are able to choose, and will receive music instruction in the selected music track of band or choir or strings.
2-3 **5th Grade Band, Choir, Strings**	Implement 5th grade band / choir / strings for all students by credentialed music teachers	Determine staffing for band / choir / strings for 5th	Teachers reporting to VAPA Coordinator	Salaries for educators	5th graders are able to choose, and will receive music instruction in the selected music track of band or choir or strings.
Goal 2.2: **Ensure all students at all school sites have equal access to consistent, standards-based quality arts instruction.**					

Goal 3.1: **Utilize all available community partnerships & stakeholders.**					
1 **K-5 Focus on the Arts Lead by Secondary**	Invite elementary students to attend arts exhibits and performances at the secondary schools to provide inspiration and build the arts pipeline.	Note feeder patterns from elementary to secondary schools. Coordinate opportunities and communicate those MS / HS performance opportunities to the elementary arts leads, principals and teachers in those feeder patterns. Determine availability of performances or dress rehearsals for elementary students to attend. Coordinate transportation as needed. Prepare students for what they will see and then do follow-up reflections through discussion or writing to gauge impact.	VAPA Coordinator, Site administrators, Secondary Arts Teachers, Elementary Teachers	Transportation may be a cost	Elementary students are invited to see performances or exhibits at the secondary level and gain a clearer understanding as to what to expect in secondary arts education in the district.
Goal 3.2: **Communicate and advocate to all stakeholders what Arts Education is in CVUSD**					
1-3 **K-12 Local Media Sources**	Develop a channel of communication with local media sources.	Communicate purposefully with staff local media sources regarding what's coming to CVUSD	VAPA Coordinator, Public Information Officer, Arts Leads, etc.	Staff time	A regular presence is established in the local media to highlight arts at CVUSD.

Goal 4.1: **Commit to Arts Education in plans and policies in CVUSD that are inclusive of all students and are designed to protect and extend equity in perpetuity**					
1 **K-12 BOE Arts Policy Declaration of Student's rights.**	Review and update current CVUSD Board Policy, BP6142.6 for Visual and Performing Arts Education, to reflect the CA Standards for Arts Education (2020), the CA Arts Frameworks (2019), and guiding principles outlined in the CVUSD Strategic Arts Plan, 2020-2027.	Bring proposed Board Policy updates and edits to the CVUSD School Board with appropriate protocols from district leadership for review. Include the Declaration of the Rights of All Students to Equity in Arts Learning from CREATE CA in the plan. Explore language that the policies are meant to ensure equity in perpetuity and are not meant to change with administrations / leadership. Explore language in Arts Ed Policy edits that ensures equitable access for our special populations (EL, SWD, etc)	VAPA Coordinator and District leadership	Planning time	Arts Education Policy edits are adopted by the Board. The Declaration is part of the overall plan.
1 **BOE Presentation**	Present the Strategic Arts Plan and VAPA updates to the School Board. 2022-2027	Communicate the date of the School Board meeting to invite arts supporters in the district and community to attend.	VAPA Coordinator and District Leadership		Arts Education Policy or presented and adopted by the School Board Policy or declaration can be made available for download from the CVUSD VAPA Web pages.
Goal 4.2: **Plan for and designate funds to Arts Education at all grade spans.**					

1-2 **K-12 Equitable Arts Instruction**	Ensure equitable instruction across multiple school sites	Provide funding from Prop 28 for some instrumental specialists and coaches that assist middle and high school music programs (currently parent funded)	VAPA Coordinator with district leadership support	Funding for secondary instrumental music specialists.	As a result, under-resourced students receive the same small group specialized instrument instruction as those schools/families with more resources.
1-3 **K-5 Fund Arts Integration PL**	Fund Arts Integration professional learning for elementary teachers	Provide subs and release time for elementary teachers to attend Arts Integration PD with TOArts at the Bank of America Performing Arts Center.	VAPA Coordinator, Elementary Teachers, Teaching Artists	Funding for subs (TOArts funding to underwrite program)	Elementary educators attend 3 professional learning sessions per year. Arts leads write and share integrated lessons. Arts integrated practices are adopted by elementary teachers over time.



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Our Community Partners
Community Partners may include, but not be limited to TOArts, Conejo Schools Foundation, El Sistema, Arts Council of CV, Ventura County Arts Council, ArtTrek, Conejo Recreation & Parks Department, Pacific Festival Ballet, 5 Star Theatricals, Conejo Players, TO Phil, Conejo Valley Youth Orchestra, City of Thousand Oaks, CMATO, Conejo Chinese Cultural Association, India Friends Association, Arts and Culture Roundtable, LA Symphonic Winds, Gold Coast Wind Ensemble, Westlake Village Symphony, Friends of the Library, Gardens of the World, Conejo Chamber of Commerce Taste of Conejo, Conejo Schools Foundation. Visit Conejo to showcase our excellent student musicians, Westlake Street Festival, Thousand Oaks Rotary Street Fair, Senior Concerns and Goebel Adult Center, CSUCI, CLU, Community College District

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