

Temecula Valley Unified School District Strategic Arts Education 5 Year Plan

2017-2021



Temecula Valley Unified School District
Strategic Arts Education Planning Committee

Carol Brooks, Chaparral High School
Thomas Brown, Temecula Valley High School
Julie Budwine, Paloma Elementary School
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Christina Jansson, Paloma Elementary School
Carlos LaFarga, Erle Stanley Gardner Middle School
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Lisa Lozosky, Paloma Elementary School
Jodi McClay, Assistant Superintendent, Education Support Services
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Jeff McNurlan, Community Member
Paula Mead, Erle Stanley Gardner Middle School
Scott Merrin, James L. Day Middle School
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Creighton Morrison, Great Oak High School
Jessica Mull, Margarita Middle School
Mary Pohl, Temecula Valley High School
Raquel Rios, Paloma Elementary School
Lora Sanders, Great Oak High School
Sabrina Skeels, Great Oak High School
Jennifer Stuart, Vail Ranch Middle School
James Taylor, Chaparral High School
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Rebecca Weersing, Temecula Valley Council PTA President
Brenda White, Paloma Elementary School

Facilitated by RIMS California Arts Project, Armalyn De La O, Director

Vision

The Temecula Valley Unified School District (TVUSD) promises to provide equal access to a multicultural, diverse Visual and Performing Arts curriculum for ALL students in ALL grade levels.

Mission

Through arts education and integration, we will provide an equitable, culturally relevant, broad-based arts curriculum for every student in TVUSD that fosters community, and builds 21st Century Skills. By providing access to Dance, Music, Theatre and Visual Arts at all grade levels, we are enhancing a child's educational experience as well as developing a lifelong learner who values the arts.

The arts ignite creativity; build confidence and self-esteem; teach discipline, perspective, and awareness; and give students a voice. The TVUSD knows the value the arts have to ensure a well-rounded education. TVUSD will continue to grow arts programs in elementary school and fill in the gaps with arts course offerings in the secondary level to offer sequential instruction allowing for progression and development of knowledge, skills, and ownership.

In order to accomplish this, the TVUSD is committed to:

1. Hiring highly qualified full-time designated Visual and Performing Arts leadership to coordinate, support, and facilitate the growth of arts education in the district.
2. Establishing, implementing, and providing equity and access to a TK-12 standards-based curriculum in Dance, Music, Theatre and Visual Arts at every site.
3. Providing ongoing access to equitable and optimal arts learning facilities for all students, at each site.
4. Employing highly-qualified, discipline-specific (Dance, Music, Theatre and Visual Arts), credentialed teachers to ensure a multifaceted TK-12 program.
5. Providing all TK-12 teachers and administrators access to ongoing professional development designed to support arts content and cross-curricular teaching and learning.

“Arts education not only enhances students' understanding of the world around them, but it also broadens their perspective on traditional academics. The arts give us the creativity to express ourselves, while challenging our intellect. The arts integrate life and learning for all students and are integral in the development of the whole person.” (Dr. Terry Bergeson, State Superintendent of Public Instruction, Washington State, November 2001)

Focus Area 1: Arts Administration and Leadership

Focus Statement: Temecula Valley Unified School District will have highly qualified full-time designated Visual and Performing Arts leadership to coordinate, support, and facilitate the growth of the arts in the district.

Administrators across California recognize the importance of district level leadership for a quality VAPA program. According to the CDE, in order to be recognized as a Gold Ribbon School and named a California Exemplary Arts Program, the school must be in a district that has “an appropriately credentialed VAPA /AME teacher/leader, director, or administrator, other than the principal of the school, in charge of the VAPA/AME Department/program” (<http://www.cde.ca.gov/ta/sr/gr/>).

The Visual and Performing Arts Framework emphasizes the importance of having personnel that provide vision, direction and leadership to the VAPA district curriculum. In addition, the superintendents who wrote “Perspectives on Arts Education and Curriculum Design” acknowledge that there is an extensive list of tasks to properly administer a successful TK-12 arts education program. For this reason, comparable districts in surrounding areas such as San Marcos Unified have recognized the importance of hiring a VAPA Coordinator.

Goal 1: Hire a full-time Visual and Performing Arts Coordinator

Hiring Visual and Performing Arts leadership has been identified as the priority for the VAPA Strategic Plan. Highly qualified, full-time designated Visual and Performing Arts leaders are needed to coordinate, support, and facilitate the growth of the arts in the district and are critical to the success of the plan.

Goal 2: Hire Teachers on Special Assignment (TOSAs) in the Visual Arts and Performing Arts

Because the Visual and Performing Arts are four distinct disciplines, the VAPA Coordinator needs the support of two TOSAs: one assigned to Visual Arts and the other assigned to Performing Arts. The TOSAs would act as liaisons between the VAPA teachers and the VAPA Coordinator.

With the designation of a VAPA Coordinator and supporting TOSAs, we insure the successful implementation of the new Visual and Performing Arts Education Strategic Plan, resulting in students access in Dance, Music, Theatre, and Visual Arts education.

Focus Area 2: Curriculum and Instruction

Focus Statement: Temecula Valley Unified School District will establish, implement, and provide equity and access to a TK-12 standards-based curriculum in dance, music, theatre, and visual arts at every site.

As part of Temecula Valley Unified School District's Visual and Performing Arts Education Strategic Plan, one key area of focus is curriculum and instruction. In order to be compliant with California Ed Code 8811, 51210, and 51220, which specify the arts to include all four disciplines to be offered in all grades one through twelve, we need to increase course offerings at all of our schools. For example, our current middle school students do not have equitable access to arts disciplines such as Dance and Theatre or courses such as Choir and Orchestra.

"The Visual and Performing Arts were added to the list of required subjects in the California Education Code in September 2000. This means that all California public schools must provide arts instruction to all of their students" (http://www.artsed411.org/resources/status_of_arts_ed_in_public_schools). For this reason, we need to fill the gaps to make sure that all students have access to all arts disciplines at all sites.

Goal 1: Establish specific standards-based courses within each of the four arts disciplines to be offered at each site.

The district must establish curriculum committees in Dance, Music, Theatre, and Visual Arts to develop a TK-12 scope and sequence and, based on this scope and sequence, write standards-based courses to be offered at each site.

Goal 2: Provide equitable, grade-level, standards-based resources and materials for all courses offered.

Once these new courses are developed, it is necessary to establish a budget to provide equipment, resources, and additional instructional materials appropriate to each of the arts disciplines for implementing instruction.

The Arts Education Data Project (located at <http://www.createca.dreamhosters.com/interactive-dashboard/>) compiled data for arts course offerings in grades six through twelve in schools across the state. According to data for TVUSD, because of limited course offerings, only 44% of students in middle schools were enrolled in arts courses in the 2014/2015 school year. In order to bridge the gap between elementary and high school, we have to create and implement courses in all disciplines at all middle schools. We also need to continue to grow and develop a comprehensive program in all disciplines at all levels.

Focus Area 3: Facilities and Equipment

Focus Statement: Temecula Valley Unified School District will provide ongoing access to equitable and optimal arts learning facilities for all students at each site.

Quality performances, productions, and art projects require ideal learning environments. These environments include facilities which are appropriate for each specific discipline in the arts, as well as the specialized equipment used in the various arts related industries. In order to truly provide an adequate arts education within TVUSD, these facility and equipment needs must be met. Appropriate facilities are designed from the ground up to meet the needs of each discipline, and they need to be used for the specific area they were designed for. According to the California Department of Education Visual and Performing Arts Framework, when planning Arts Educational Programs, an essential component is “allocating personnel and instructional resources, including appropriate materials, equipment, and facilities.”

Goal 1: Prioritizing schedules of all facilities

Prioritizing schedules of all arts facilities to meet the needs of our student population is essential. First and foremost, arts teachers and all relevant personnel should have access to facility use and scheduling. Priority will be given to all school related arts programs and other activities. Meetings should take place in advance of each school year and involve all relevant school groups and representatives, so student program needs are met.

Goal 2: Establish and prioritize separate budgets for maintenance and upkeep of all facilities

A clearly defined budget should be developed to identify what components of each program should be paid for by maintenance funds. This will be accomplished in collaboration with each program’s subject area specialist. Funds derived from the outside use of a site’s arts facility should be allocated back to the specific facility at that site and used to augment their maintenance budget.

Goal 3: Guaranteed funding for arts facilities, technology, and equipment at all sites

In collaboration with subject area specialists, a needs assessment of current arts facilities, technology and equipment will take place. As a result, a cost analysis of needed updates to facilities, technology, and equipment will be developed. A schedule will be created to implement, update, and make improvements in a timely manner.

The VAPA arts facilities, technology and equipment used should meet the current industry standards, receive regular maintenance, and be in good working order to ensure reliability and safety. Proper maintenance is crucial to providing the students of the TVUSD with the equipment they would use to prepare them for college and careers in the arts.

Focus Area 4: Personnel

Focus Statement: Temecula Valley USD will employ highly-qualified, discipline-specific (Dance, Music, Theatre and Visual Arts), credentialed teachers to ensure a multifaceted TK-12 program.

The Every Student Succeeds Act (ESSA) requires all teachers of core academic subjects to provide evidence of their highly qualified teacher status. According to the United States Department of Education, a Highly Qualified Teacher (HQT) is one who: (1) holds a bachelor's or higher degree from a regionally accredited institution of higher learning, (2) is appropriately licensed by the state, and (3) has demonstrated subject matter competence in each core academic subject assigned to teach. (<http://www.ed.gov/essa?src=rn>)

In California, ESSA core academic subjects are defined as:

- Mathematics (including math intervention and California High School Exit Exam [CAHSEE] math classes);
- Biological sciences, chemistry, geosciences, and physics;
- Social science (history, government, economics, geography);
- Foreign languages (specific);
- Drama/theatre, visual arts (including dance), and music; and
- English/language arts and reading (including reading intervention and CAHSEE - English classes).

Goal 1: Temecula Valley Unified School District will hire Dance, Music, Theatre, and Visual Art teachers to provide instruction at each elementary school.

The Temecula Valley Unified School District Strategic Arts Education Plan for TK-5 VAPA program will expand from 8 to 16 FTE positions in Dance, Music, Theatre, and Visual Art.

Goal 2: Temecula Valley Unified School District will hire middle school Dance, Music, Theatre and Visual Art teachers to provide course access to all four arts disciplines.

Temecula Valley Unified School District's middle school (grades 6-8) VAPA program will hire 12 additional VAPA FTEs in order to provide equitable course access to all four arts disciplines for every middle school student.

Goal 3: Temecula Valley Unified School District will hire high school Dance, Music, Theatre, and Visual Art teachers to increase course access in all four arts disciplines.

Temecula Valley Unified School District's high school (grades 9-12) program will hire additional FTE VAPA teachers, based on providing equitable course catalogs at each site, thus supporting student preparation for college and career readiness.

Focus Area 5: Professional Development

Focus Statement: Temecula Valley Unified School District will provide all TK-12 teachers and administrators access to ongoing professional development designed to support arts content and cross-curricular teaching and learning.

Teacher professional development is a high priority and crucial to the future of arts education. Teachers must be provided with professional development specific to their content area in the arts, so they may meet the needs of their students. Professional development must be ongoing and include follow-up support.

Goal 1: Provide dedicated and fiscal support for TK-12 professional learning opportunities that is content specific to dance, music, theatre and visual arts.

Temecula Valley Unified School District's VAPA educators will participate in high quality, sustained, intensive, and classroom-focused professional development, in order to have a positive and lasting impact on classroom instruction. These opportunities will advance teacher understanding of effective instructional strategies based on research. All professional learning will be aligned with and directly related to state academic content standards. These opportunities will include the use of technology so that technology and technology applications are effectively used in the classroom to improve teaching and learning for all children, including children with special needs.

Goal 2: Provide support for administrators to participate in professional learning in the arts.

This will enhance and increase administrators' knowledge of the academic arts subjects taught in school. It also gives principals and administrators the knowledge and skills to provide students with the opportunity to access state academic content standards and student academic achievement standards.

It is in the best interest of students that VAPA educators are highly qualified teachers. This requires ongoing professional development to best meet the needs of preparing students for the 21st century.

Resources

1. Beaumont Unified School District's Strategic Arts Education Plan 2016
2. California County Superintendents Educational Services Association CCSESA (ccsesa.org)
3. National Core Arts Standards (nationalartsstandards.org)
4. NAEA Advocacy (arteducators.org/advocacy)
5. A Guidebook for High Quality Professional Development in Arts Education



Visual and Performing Arts Strategic Planning Template

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Focus Area: Visual and Performing Arts Administration and Leadership												
Focus Statement:		Temecula Valley Unified School District will have highly qualified, full-time, designated visual and performing arts leadership to coordinate, support, and facilitate the growth of the arts in the district.										
Goal(s)		1. Hire a full-time visual and performing arts coordinator. 2. Hire teachers on special assignment (TOSA) in the visual arts and performing arts.										
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation	Status Report
			Y1	Y2	Y3	Y4	Y5	One-time	On-going			
1.1 Committee of VAPA teachers established to work with Human Resources to hire a VAPA Coordinator	1.1.1 Work with Human Resources to create a job description for VAPA coordinator position.	April 2017	x						3X \$45= \$145 (1 representative from each level with optional peer review at VAPA curriculum committee)	\$95,389.00-\$114,320.00	HR/ Assistant Superintendent	
	1.1.2 Submit job	May 2017	x						\$0	\$0	Assistant	



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	descriptions for approval to Superintendent's Cabinet and School Board.									Superintendent		
	1.1.3 Post position on Edjoin	June 2017	x					\$0	\$0	HR		
	1.1.4 Establish a selection committee including, current VAPA teachers, to screen/interview applicants.	June 2017	x					If during the school day: 6X \$126 (Sub Cost)= \$756 If not during the school day: \$0		HR/ Assistant Superintendent		
1.2 Oversee implementation of the VAPA Strategic Arts Education Plan	1.2.1 Research different VAPA leadership models.	Immediate upon hire	x					\$0	\$0	VAPA Coordinator, Current VAPA Teachers, Community Members		\$96, 290.00- \$115,221



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	1.2.2 Develop and implement new leadership model for district.	Immediate upon hire		x						VAPA Coordinator, Current VAPA Teachers, Community Members		
2.1 Establish TOSA positions to act as liaisons between VAPA teachers and the VAPA Coordinator.	2.1.1 Work with Human Resources to create a job description for two TOSA positions, one for performing arts and one for visual arts.	April 2017		x				3X \$45= \$135 (1 representative from each level with optional peer review at VAPA curriculum committee)	1 TOSA= \$72,000 - \$103,000	VAPA Coordinator, Current VAPA Teachers, Community Members		
	2.1.2 Submit job descriptions for approval to Superintendent's Cabinet and School Board.	May 2017		x				\$0	\$0	Assistant Superintendent		



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	2.1.3 Post on Edjoin.	June 2017		x				\$0	\$0	HR		
	2.1.4 Establish committee to screen/interview applicants.	June 2017		x				If during the school day: 6X \$126 (Sub cost)= \$756 If not during the school day: \$0	\$0	VAPA Coordinator, Current VAPA Teachers, Community Members		
2.2 TOSA positions support VAPA Coordinator	2.2.1 Support the oversight of the Strategic Arts Education Plan for the district.	Ongoing		x	x	x	x	\$0	\$0	VAPA Coordinator, Current VAPA Teachers, Community Members		
								<u>Estimated TOTALS</u> \$241,190.00- \$321,492.00				



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								<u>COORDINATOR Only</u> \$96,290.00- \$115,221.00				
								<u>TOSAs Only</u> \$145,802.00- \$207,802.00				



Visual and Performing Arts Strategic Planning Template

Final

Focus Area: Curriculum and Instruction													
Focus Statement:		Temecula Valley USD will establish, implement, and provide equity and access to a TK-12 standards-based curriculum in dance, music, theatre, and visual arts at every site.											
Goal(s)		Establish specific standards-based courses within each of the four arts disciplines to be offered at each site. Provide equitable, grade-level, standards-based resources and materials for all courses offered.											
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation	Status Report	
			Y1	Y2	Y3	Y4	Y5	One-time	On-going				
1.1 Establish curriculum committees in dance, music, theatre, and visual arts.	1.1.1 Convene dance committee to develop TK-12 scope and sequence.	June 2018	X							\$756 for 6 teacher substitutes per meeting @ 3 meetings: \$2268.	VAPA Coordinators, TOSA Performing Arts, VAPA Committee	VAPA Committee, Director-Curriculum and Instruction, and Assessment (CIA)	



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	1.1.2 Convene dance committee to write standards-based courses, TK-12, to be offered at each site.	June 2019		X					\$756 for 6 teacher substitutes per meeting @ 3 meetings: \$2268.	VAPA Coordinators, TOSA Performing Arts, VAPA Committee	VAPA Committee, Director- CIA	
	1.1.3 Convene music committee to develop TK-12 scope and sequence.	June 2018	X						\$756 for 6 teacher substitutes per meeting @ 3 meetings: \$2268.	VAPA Coordinator, TOSA Performing Arts, VAPA Committee	VAPA Committee, Director- CIA, Ultimately responsible for all	
	1.1.4 Convene music committee to write standards-based courses, TK-12, to be offered at each site.	June 2019		X					\$756 for 6 teacher substitutes per meeting @ 3	VAPA Coordinator, TOSA Performing Arts, VAPA Committee	VAPA Committee, Director- CIA	



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									meetings: \$2268.			
	1.1.5 Convene theatre committee to develop TK-12 scope and sequence.	June 2018	X						\$756 for 6 teacher substitutes per meeting @ 3 meetings: \$2268.	VAPA Coordinator, TOSA Performing Arts, VAPA Committee	VAPA Committee, Director- CIA	
	1.1.6 Convene theatre committee to write standards-based courses, TK-12, to be offered at each site.	June 2019		X					\$756 for 6 teacher substitutes per meeting @ 3 meetings: \$2268.	VAPA Coordinator, TOSA Performing Arts, VAPA Committee	VAPA Committee, Director- CIA	



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	1.1.7 Convene visual arts committee to develop TK-12 scope and sequence.	June 2018	X						\$756 for 6 teacher substitutes per meeting @ 3 meetings: \$2268.	VAPA Coordinator, TOSA Visual Arts, VAPA Committee	VAPA Committee, Director- CIA, TVUSD School Board	
	1.1.8 Convene visual arts committee to write standards-based courses, TK-12, to be offered at each site.	June 2019		X					\$756 for 6 teacher substitutes per meeting @ 3 meetings: \$2268.	VAPA Coordinator, TOSA Visual Arts, VAPA Committee	VAPA Committee	
2.1 Establish a budget for VAPA resources and materials.	2.1.1 Develop a budget to provide equipment and resources appropriate to each of the arts disciplines for	June 2020			X			X	\$630 for 5 teacher substitutes per meeting @ 3	VAPA Committee, VAPA TOSAs, VAPA Coordinator, Assistant Support - BSS	Board Approval	



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	instruction.									meetings: \$1890.		
	2.1.2 Develop a budget for instructional materials to support courses of study in each arts discipline.	June 2020			X			X	\$630 for 5 teacher substitutes per meeting @ 3 meetings: \$1890.	VAPA Committee VAPA TOSAs, VAPA Coordinator	Board Approval	
									Total:			
									\$21, 924			



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Final

Focus Area: Facilities and Equipment												
Focus Statement:	Temecula Valley USD will provide ongoing access to equitable and optimal arts learning facilities for all students at each site.											
Goal(s)	1. Prioritized schedule of all facilities. 2. Establishment and prioritized use of separate budget for maintenance and upkeep of all facilities. 3. Establishment of technology, facility, and equipment guarantee in all facilities at all sites.											
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation	Status Report
			Y1	Y2	Y3	Y4	Y5	One-time	On-going			
1.1. Current assessment of scheduling practices	1.1.1 Provide teachers and stakeholders access to site and district scheduling programs.	April 2017	X					\$0	\$0	VAPA Coordinator and VAPA Chair and/or Theatre Mgr. from each site	District schedule	2x/year (at semester)
	1.1.2 Schedule meeting with all relevant group representatives to be	March annually (ongoing)	X	X	X	X	X		2hrs X 30 teachers X \$45	VAPA Chairs from all levels (sub committee)	District schedule	district schedule (confirm at any time)



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Final

	held the preceding school year.								/teacher for after-school meeting = \$2700			
	1.1.3 Give priority to students/student groups at each site, and at all grade levels	Beginning of each school year (ongoing)	X	X	X	X	X	\$0	\$0	Site administrators, VAPA Chairs	Site schedule	site schedule (confirm at any time)
2.1 Assessment of budgets and accounts for schools sites.	2.1.1 Filter back funds derived from rental of facilities for facility upkeep.	July 2017		X	X	X	X		unknown (check procedures that already exist)	Site administrators	Rental invoices	rental financial reports available to site admin and VAPA chairs
	2.1.2 Identify, dedicate, and allocate funds for maintenance of facilities/workstations/in	Ongoing	X	X	X	X	X		\$270,000/yr (min. of \$10K each	Site administrators, classroom teachers,	Quarterly committee work orders and rental invoices	rental financial reports available to site admin and VAPA chairs



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	struments/kilns/stage and sound equipment/band uniforms/etc.								for 27 sites)	maintenance and operations personnel, fiscal representatives		
2.2 Determine what components of a program should be paid for by maintenance funds	2.2.1 Establish procedure in collaboration with subject area specialists.	June 2017	X					\$0	\$0	VAPA teachers and Site administrators	Work orders and rental invoices for equipment	
2.3 Establish a set maintenance budget	2.3.1 Establish a maintenance budget that will offer continued support of facilities in collaboration with subject area specialists.	June 2017	X	X	X	X	X		TBD (should not be a part of VAPA budget)	VAPA Coordinator, Site administrators, facilities representatives, subject area		



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										specialists, fiscal representatives		
3.1 Assess current facilities on each site	3.1.1 Assess current arts facility spaces (sq. ft.) and equipment in collaboration with subject area specialists.	April 2017	X					\$0	\$0	VAPA Coordinator and Site Administrators	Inventory of space and equipment	
	3.1.2 Develop a planned budget analysis of needs and costs to update facilities.	June 2017	X					\$0	\$0	VAPA Coordinator, Site administrators, maintenance and operations personnel, fiscal representation	Quarterly meetings of representatives	
	3.1.3 Develop schedule to implement	Ongoing	X	X	X	X	X			VAPA Coordinator,	Work invoices, equipment	Completed projects



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	improvements with set deadlines.									Site Administrators, VAPA teacher, facilities personnel	invoices, etc.	
	3.1.4 Identify potential appropriately equipped existing space for elementary and middle school VAPA programs.	July 2017	X							VAPA Coordinator, Site Administrators and Elementary VAPA Chair		
	3.1.5 Establish elementary and middle school VAPA classrooms/facilities.	July 2018			X	X	X			VAPA Coordinator, Site Administrators and Elementary VAPA Chair		



Visual and Performing Arts Strategic Planning Template

Final

Focus Area: Personnel

Focus Statement:	Temecula Valley USD will employ highly-qualified, discipline-specific (dance, music, theatre, and visual arts) credentialed teachers to ensure a multifaceted TK-12 program.											
Goal(s)	Hire elementary dance, music, theatre and visual art teachers to provide instruction at each elementary school. Hire middle school dance, music, theatre and visual art teachers to provide course access to all four arts disciplines. Hire high school dance, music, theatre and visual art teachers to increase course access in all four arts disciplines.											
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation	Status Report
			Y1	Y2	Y3	Y4	Y5	One-time	On-going			
1.1 Increase dance, music, theatre and visual art teachers at the elementary level to 16 teachers.	1.1.1 Hire 8 FTE teachers in dance, music, theatre, and visual art to provide instruction for one class (approximately 30 students).	July 2019							* 55,183 - \$87,049 per FTE *avg. based on payscale year A1 to D10	VAPA Administrator Coordinator, discipline specific representatives	Number of teachers and student teacher ratio	



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<p>2.1 Provide course access to all four arts disciplines (dance, music, theatre, and visual arts) for all middle school students.</p>	<p>2.1.1 Provide 12 FTE to fill the gaps in all arts disciplines.</p>	<p>July 2017 - 2021 The priority is staffing in all 4 disciplines</p>	<p>Hire 2 FTE \$11 0,36 6 - \$17 4,09 8</p>	<p>Hire 2 FTE \$11 0,36 6 - \$17 4,09 8</p>	<p>Hire 2 FTE \$11 0,36 6 - \$17 4,09 8</p>	<p>Hire 3 FTE \$16 5,54 9 - \$26 1,14 7</p>	<p>Hire 3 FTE \$16 5,54 9 - \$26 1,14 7</p>		<p>At 5 years, \$662,196 - \$1, 044,588 per FTE</p>	<p>Site administrator, VAPA Coordinator, discipline specific representatives</p>	<p>Number of teachers and student: teacher ratios Increase of programs offered at sites</p>	
<p>3.1 Provide increased course access for all high school students in dance, music, theatre and visual arts.</p>	<p>3.1.1 Examine course access for all students at each high school. Determine hiring schedule to insure equity among the disciplines at each school site according to student populations.</p>	<p>Spring 2021</p>								<p>Teachers, Site Administrator, Director-CIA, Secondary Curriculum Council, Counselors</p>	<p>Ongoing, based on the needs of students. Student preparation for college study within the arts disciplines.</p>	



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	3.1.2 Hire dance, music, theatre, and visual art FTE according to increased need and equity and access for all students at each high school.	July 2018									VAPA Coordinator, Site Administrators Site Counselors	Equitable course catalogs at all sites	
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Visual and Performing Arts Strategic Planning Template

Final

Focus Area: Professional Learning												
Focus Statement:		Temecula Valley USD will provide all K-12 teachers and administrators access to ongoing professional development designed to support arts content and cross-curricular teaching and learning.										
Goal(s)		1. Provide dedicated and fiscal support for K-12 professional learning opportunities that is content specific to dance, music, theatre and visual arts. 2. Provide support for administrators to professional learning in the arts.										
Action Step(s)	Implementation	Expected Deadline	Timeline					Estimated Cost		Person(s) Responsible	Evaluation	Status Report
			Y1	Y2	Y3	Y4	Y5	One-time	On-going			
1.1 Develop a plan to outline district-embedded, content specific professional learning in dance, music,	1.1.1 Elementary, Middle School and High School VAPA teachers will create a professional learning plan for their specialty (dance, music, theatre, and visual arts	Ongoing, every year for all arts disciplines							\$7056 for subs for 56 VAPA teachers per day per year +\$126 per	VAPA Coordinator and Dept. Chairs, in coordination with Strand teachers	Evidence of teachers having participated in professional development (receipts, formal feedback from VAPA teachers,	



Visual and Performing Arts Strategic Planning Template

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theatre and visual arts.	teachers).								day for additional new VAPA hires		sign in sheets)	
									additional cost of provider?			
	1.1.2 Professional development for K-5 general and special education teachers led by VAPA specialists.	Ongoing, every year for all arts disciplines							\$17,010 for subs for 135 teachers per year (on separate days) per year (Over the	VAPA Coordinator and Department Chairs, in coordination with Strand teachers	Evidence of teachers having participated in professional development (receipts, formal feedback from VAPA teachers, sign in sheets)	



Visual and Performing Arts Strategic Planning Template

Final

									course of 5 years, it would cost \$85,050)			
1.2 Develop a K – 12 plan to support PLC collaboration time for dance, music, theatre and visual arts	1.2.1 Create a schedule for vertical articulation and horizontal articulation for PLC collaboration times during the year.	Ongoing, every year for all arts disciplines TK-12 vertical AND horizontal strand-specific collaboration time → once a quarter (4 times per year)							\$28,224* for 56 VAPA teachers to meet once a quarter	VAPA Coordinator and Dept. Chairs, in coordination with Strand teachers	Evidence of teachers having participated in professional development (receipts, formal feedback from VAPA teachers, sign in sheets)	
1.3 Equally allocate Title II funds	1.3.1 Create a schedule for funding teachers to participate in discipline specific professional learning each year.	Spring 2017	201 720 18						\$8,400* for 56 VAPA teachers for a 1-day conference	VAPA Coordinator and Department Chairs, in coordination	Documentation of funding (Title II funds), Sign in sheets	



Visual and Performing Arts Strategic Planning Template

Final

									on a voluntary basis TO \$31,000* for 56 VAPA teachers to attend a 2-day conference during the school week per year	with Strand teachers/site principals		
2.1 Develop a plan to support administrators professional	2.1.1 Create a schedule and content for elementary, middle school, high school and	Ongoing, every year for all arts disciplines							If district embedded, cost is only what we	VAPA Coordinator and Department Chairs, in	Evidence of administrators attending professional	



Visual and Performing Arts Strategic Planning Template

Final

learning in arts education.	district level administrators to participate in professional learning in the arts.								pay for the provider per year \$5,000.00(consultant/ presenter fee for 2.5 days)	coordination with Strand teachers/site principals	learning in all 4 arts areas. Follow up meeting with participants (administrators and site teachers) to review effectiveness and/or implementation.	
								Subtotal	\$60,890 to \$83,490 PER YEAR			
								Grand Total	\$304,450 - \$417,450 for 5 years			
									*cost will increase			



Visual and Performing Arts Strategic Planning Template

Final

									according to # of new VAPA hires over the next 5 years			
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