



## Live Oak School District Strategic Arts Plan for 2022-2027

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### Project Background

#### Process

In March 2022, the LOSD District Arts Team began its first in a series of 8 meetings to craft this 5-year strategic arts plan. Meetings were facilitated virtually by Sandy Seufert (Sandy Seufert Consulting), which was generously supported by Arts Now Live Oak, Live Oak Education Foundation, and Live Oak School District. The methodology used was Technology of Participation, allowing for a democratic and engaging process where all voices could be considered. The District Arts Team included the voices of the Arts Specialist, classroom teachers, administrators, community members and parents who attended interactive planning sessions on Zoom, utilizing creative whiteboard technology and Google Docs. Select sessions and documents were translated into Spanish to increase accessibility.

#### Why Now?

With the current emerging needs since the pandemic, students in LOSD now more than ever need consistent art and music instruction that focuses on the whole child, whole family, whole community. The arts give meaning to our lives and help us understand the world around us. It is an essential part of our culture, and allows us to have a deeper understanding of our emotions; it increases our self-awareness through a growth mindset, and allows us to be open to new ideas and experiences. Consistent access to the arts helps prepare students for the 21st century workforce, and plays a critical role in developing well-rounded students.

## Live Oak School District Mission Statement

Our mission is to empower, inspire and ensure equitable opportunities for every student to thrive. We teach and nurture the whole child in an academically rigorous, collaborative and innovative learning environment.

## LCAP Goals (2022-2023) and Plan Alignment

| LCAP Goals                                                         | LCAP Actions Aligned to Arts Strategies                                                                                                                                                                                                                                                                                                                                                               | Arts Plan Alignment to the LCAP                                                                                                                                        |
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| Goal 1: Family and Community Engagement (FACE), Image and Outreach | <p>Each school will create a school year calendar of family-focused evening events that include refreshments, are culturally responsive, and highlight student work/performances when possible, ensuring an anti-racist model of education in order to ensure equal opportunities and success for all students.</p> <p>Implement hiring practices to recruit and sustain a more diverse workforce</p> | Strategic Direction 3: Create a Visible and Vibrant Arts Community; Goal 1: Celebrate and showcase student artworks; Goal 2: Activate family and community involvement |
| Goal 2: Academic Achievement and 21st Century Learning             | Convene a District Committee to develop a district-wide arts plan that outlines a progression from TK-8th grade and identifies sustainable funding sources.                                                                                                                                                                                                                                           | Strategic Direction 1: Establish Sustainable Systems and Resources; Goal 1: Establish dedicated systems for coordination                                               |
| Goal 3: Physical and Social-emotional Wellness                     | Increase after school activities (sports and non-sports clubs) at all schools                                                                                                                                                                                                                                                                                                                         | Strategic Direction 4: Commit to Equity at the District Level; Goal 1: Ensure equity and access for all students                                                       |

## Executive Summary

### Vision for Arts Education

On March 14, 2022, the District Arts Team met and reflected on the Whole Child Framework. After that review and a visualization experience, the group answered the question: “If all things were possible, what would we want to see in arts education in our District as a result of our plan?” Below are the Vision Elements of that group collaboration. The full documentation of this work is found in the Appendix.

|                                                |                                                                                       |                                                       |                                        |                                                      |                                                    |                                                                        |                                                                                       |                                                                 |
|------------------------------------------------|---------------------------------------------------------------------------------------|-------------------------------------------------------|----------------------------------------|------------------------------------------------------|----------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Visible and Dynamic Celebration of Student Art | Supportive and Meaningful Wellness and Social Emotional Competencies through the Arts | Inclusive Community of the Arts Honoring All Cultures | Infused and Equitable Arts Experiences | Valued and Connected Family and Community Engagement | Sustainable Funding, Staffing, and Support Systems | Sequential and Standards-based Curriculum, Instruction, and Assessment | 21 <sup>st</sup> Century Spaces and Resources to support College and Career Readiness | Collaborative and Interdisciplinary Culture of Arts Integration |
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### Strengths and Challenges

On March 22-23, 2022, a group of District Administrators and members of the Visual and Performing Arts Faculty met to look at the **Strengths and Assets** moving the district forward toward the **Vision** and **Challenges** that are blocking progress. The group was divided into different art form areas and here are the responses with priority indicators. Each asterisk represents a vote of priority whereby each member has five votes.

| Strengths and Assets in the District Moving us Forward |                                                                                                                                                                                                                                                |                                                                                                                                                                   |
|--------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Visual Arts and Media Arts                             | <ul style="list-style-type: none"> <li>Kilns at every campus</li> <li>Dedicated art room at Del Mar**</li> <li>Dedicated and creative staff</li> <li>Talented Arts Specialist</li> <li>Student artwork visible in school spaces</li> </ul>     | <ul style="list-style-type: none"> <li>Mural and public art on campuses*</li> <li>Spectra grant being use for a tiling project at Green Acres</li> </ul>          |
| Music                                                  | <ul style="list-style-type: none"> <li>Keyboards at Shoreline</li> <li>Community support</li> <li>Principals’ support of engaging program*</li> </ul>                                                                                          | <ul style="list-style-type: none"> <li>Keyboard heavy program (diverse and powerful instrument)</li> <li>Wide range of instruments at Elementary Level</li> </ul> |
| Dance/Theatre                                          | <ul style="list-style-type: none"> <li>Elementary art teacher has a background in dance</li> <li>Elementary art teacher can also support some theatre instruction*</li> <li>Spectra grant being used for dance and music at Del Mar</li> </ul> | <ul style="list-style-type: none"> <li>Thriller dance performance at Halloween</li> <li>Upgraded stage curtain and acoustics at Del Mar</li> </ul>                |
| District/Admin                                         | <ul style="list-style-type: none"> <li>Principals and admin invested in the arts</li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>Cypress High School on campus of Del Mar has a CTE (Career and Technical Education) Pathway</li> </ul>                     |

|           |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                      |
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|           | <ul style="list-style-type: none"> <li>● Good Scheduling for itinerant teachers</li> <li>● Marilyn Rockey is a big supporter of the arts with schedules and more</li> <li>● Principals are supporters of the arts</li> <li>● Support from the Superintendent</li> </ul>                                                                                                                                                   | <ul style="list-style-type: none"> <li>● Teacher communities are supportive to Arts Specialists*</li> <li>● Spectra matching grants*</li> <li>● Access to professional development and teaching artists for teachers through Santa Cruz County Office of Education</li> </ul>                                        |
| Community | <ul style="list-style-type: none"> <li>● Past Arts Fair fundraiser where items could be sold</li> <li>● Live Oak Education Foundation</li> <li>● Spectra and the Arts Council are supportive</li> <li>● Vibrant community of artists, parents, and community members</li> <li>● Family Arts Nights have been a great parent/family engagement opportunity</li> <li>● Veronique Marks and the Arts Now Live Oak</li> </ul> | <ul style="list-style-type: none"> <li>● Every elementary has good performance and community space</li> <li>● Talent shows have been popular*</li> <li>● 17<sup>th</sup> Avenue Studios have working artists that could be good for field trips*</li> <li>● Boys and Girls Club is a strong arts advocate</li> </ul> |

| Challenges that Block our Progress |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Visual Arts and Media Arts         | <ul style="list-style-type: none"> <li>● Budget for art supplies insufficient*</li> <li>● Unclear parameters around arts budgets – what is general supply and what needs to be ordered</li> <li>● Unclear system for ordering from outside vendors</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>● Shared supplies end up disappearing</li> <li>● Need more reusable supplies (2-3 class sets to ease management of flow)</li> <li>● Limited time to plan collaboratively*</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| Music                              | <ul style="list-style-type: none"> <li>● Middle School requirement that students take a computer class, causing declining music participation*</li> <li>● Not enough instruments to take home</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>● Scheduling at Shoreline</li> <li>● Shoreline band is on a semester program, not a full year, which causes issues with incoming 6th graders that need to take a computer course. This affects enrollment and Advanced Band.***</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Dance/Theatre                      | <ul style="list-style-type: none"> <li>● Green Acres does not have a gym for indoor performances</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| District/Admin                     | <ul style="list-style-type: none"> <li>● Arts Specialist on temporary status*</li> <li>● Every school needs a display space for artwork*</li> <li>● Two elementary schools do not have dedicated arts spaces (only Del Mar)**</li> <li>● Declining enrollment</li> <li>● Some English Language Learners cannot take an elective</li> <li>● ELD Students have limited arts electives due to scheduling**</li> <li>● ELPAC teaching affects student choices in the arts*</li> <li>● Classroom teachers not trained to give ELPAC test, which has such an impact on student classification and access to arts electives</li> <li>● Funding for materials and supplies is not adequate and</li> </ul> | <ul style="list-style-type: none"> <li>● Itinerant teaching schedule does not offer much time between classes*</li> <li>● Professional Development in the arts has been limited</li> <li>● Arts were healing during the pandemic during distance learning</li> <li>● Teaching at three school sites is difficult for the Elementary Arts Specialist</li> <li>● There has been a loss of teachers moving to other districts</li> <li>● Designated spaces needed for Arts Specialist*</li> <li>● Inconsistent access to the arts across elementary schools**</li> <li>● Arts are taught in a trimester at elementary, not a full-year**</li> <li>● Arts are being funded by the parcel tax and is not funded by the LCAP, and this current parcel tax is up for renewal in 2028/29*</li> </ul> |

|           |                                                                                                                                                                                                                                                                                                               |
|-----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|           | consistent                                                                                                                                                                                                                                                                                                    |
| Community | <ul style="list-style-type: none"> <li>• Need a Family Arts Night or community arts event</li> <li>• Parent/family campus access to help with arts activities was limited due to the pandemic</li> <li>• Program needs don't always align with Live Oak Education Foundation funding and resources</li> </ul> |

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Live Oak School District Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation. Meetings were held via zoom on April 26, 2022, and May 4, 2022.

### 1. Establish Sustainable Systems and Resources

Goal 1: Establish dedicated systems for coordination

Goal 2: Create sustainable funding sources

Goal 3: Provide 21<sup>st</sup> Century resources and spaces

### 2. Provide Integrated and Culturally Inclusive and Responsive Curriculum and Instruction

Goal 1: Create a culture of professional learning

Goal 2: Develop curriculum, instruction, and assessment through an equity lens

### 3. Create a Visible and Vibrant Arts Community

Goal 1: Celebrate and showcase student artworks

Goal 2: Activate family and community involvement

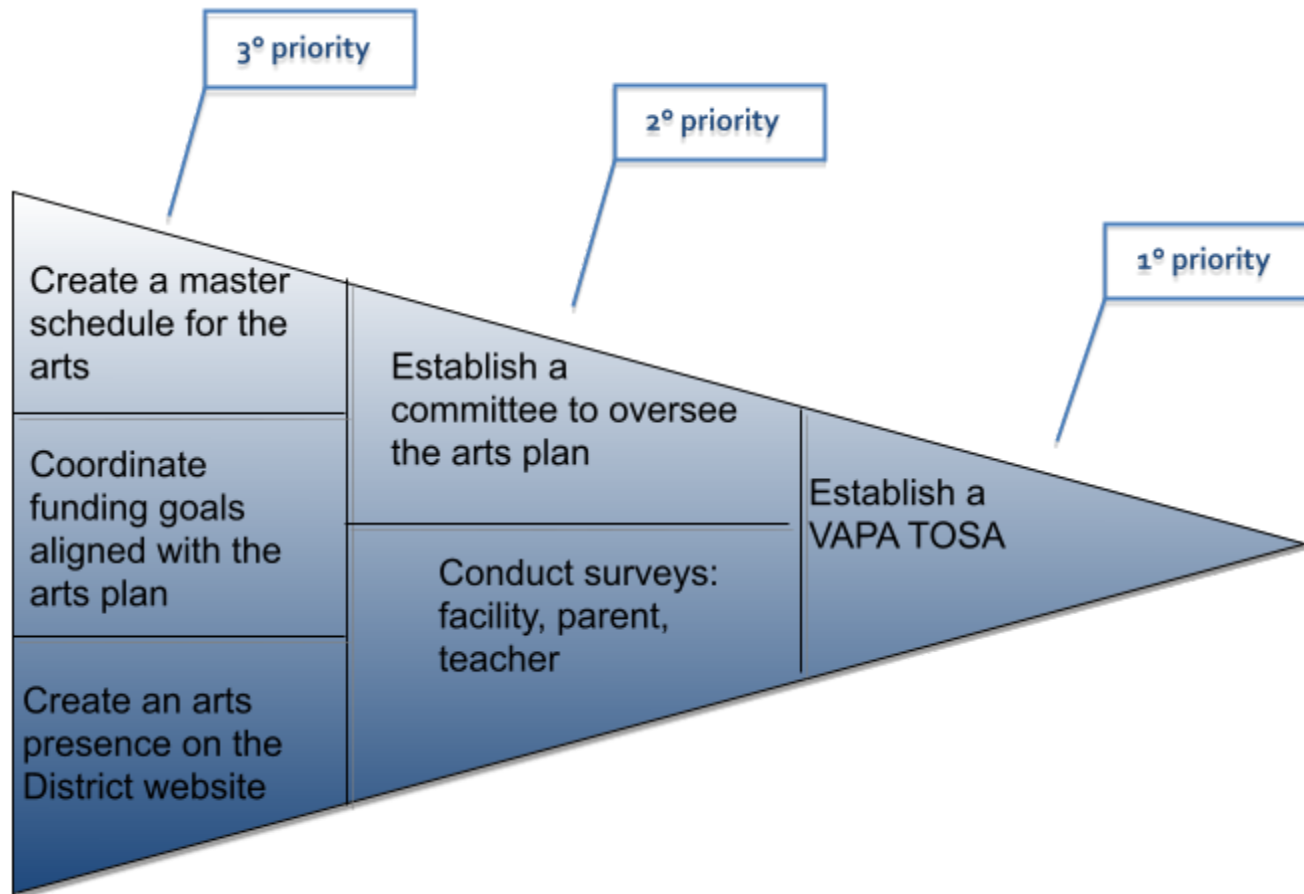
### 4. Commit to Equity at the District Level

Goal 1: Ensure equity and access for all students

Goal 2: Ensure permanent and qualified personnel

## District Priorities

The LOSD Arts Planning Team reflected on strategic priorities to launch their Strategic Arts Plan, starting in Phase 1 (2022-2023). These actions support information gathering and the creation of systems to support a long-term plan to support arts education in the district.



## Phase One Implementation Plan: 2022-2023

### Strategic Direction 1: Establish Sustainable Systems and Resources

#### Goal: Establish dedicated systems for coordination

| Actions                                                     | Tasks                                                                                                                                                                                                                                                                                                                                                                                                                 | Point Persons/<br>Group Responsible    | Budget<br>Implications | Measurable Outcomes                |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------|------------------------|------------------------------------|
| Establish a VAPA TOSA<br>(Teacher on Special<br>Assignment) | <ul style="list-style-type: none"> <li>Define the role and responsibility of the position</li> <li>Identify possible candidates</li> </ul>                                                                                                                                                                                                                                                                            | Curriculum and<br>Instruction Director | PTOC funding           | VAPA TOSA in place                 |
| Establish an Arts Leadership<br>Committee                   | <ul style="list-style-type: none"> <li>Define the role and responsibility of the Committee</li> <li>Recruit and select committee members which includes VAPA TOSA, teacher, student, parent representation from each school site, community member, and Arts Now LOSD representative</li> <li>Research “In lieu credits” or stipends for committee members</li> <li>Research descriptions of similar roles</li> </ul> | Curriculum and<br>Instruction Director | Stipends               | Arts Leadership Committee in place |

#### Goal: Create sustainable funding sources

| Actions                                                    | Tasks                                                                                                                                                                                                                                                                                                                                                                                     | Point Persons/<br>Group Responsible                                             | Budget<br>Implications    | Measurable Outcomes                                                                               |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------------------------|---------------------------------------------------------------------------------------------------|
| Coordinate funding goals<br>aligned with the arts plan     | <ul style="list-style-type: none"> <li>Evaluate where/how the arts are currently being funded and compare this to other districts</li> <li>Align SPECTRA matching grants</li> <li>Support parents and principal that are helping with SPECTRA matching grants</li> <li>Align with Live Oak Education Foundation</li> <li>Create a one-pager with key goals from strategic plan</li> </ul> | VAPA TOSA, Arts<br>Leadership<br>Committee, Live<br>Oak Education<br>Foundation | No budget<br>implications | VAPA TOSA meeting with responsible<br>groups to coordinate goals<br><br>Specific funding via LCAP |
| Propose realistic budget for<br>art materials and supplies | <ul style="list-style-type: none"> <li>Review past budgets for arts materials with a lens of equity</li> <li>Review needs assessment results to analyze emerging gaps/needs</li> <li>Coordinate with district personnel who handle purchasing</li> </ul>                                                                                                                                  | Curriculum and<br>Instruction<br>Director; VAPA<br>TOSA                         | No budget<br>implications | Review budget for arts materials in place                                                         |

|                                                                   |                                                                                                                                                                                                                                                                                                                                                      |                                         |                            |                                                                     |
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| Apply for Tandy Beal programs and funds                           | <ul style="list-style-type: none"> <li>VAPA TOSA to coordinate with principals to support their questions and choices to apply for the grant</li> <li>Support student choices for the Kindness Project where monies are shared with a group in need</li> </ul>                                                                                       | VAPA TOSA                               | To be determined           | Dance Around the World Residencies in Place                         |
| <b>Goal: Provide 21<sup>st</sup> Century resources and spaces</b> |                                                                                                                                                                                                                                                                                                                                                      |                                         |                            |                                                                     |
| <b>Actions</b>                                                    | <b>Tasks</b>                                                                                                                                                                                                                                                                                                                                         | <b>Point Persons/Group Responsible</b>  | <b>Budget Implications</b> | <b>Measurable Outcomes</b>                                          |
| Conduct needs assessment                                          | <ul style="list-style-type: none"> <li>VAPA TOSA to work with Arts Specialists to design needs assessment question based on current status (meeting)</li> <li>What do we want to know? Classroom space, storage, materials, and supplies, instructional minutes</li> <li>Create report including recommendations, present to School Board</li> </ul> | VAPA TOSA and arts leadership committee | No budget implications     | Report of recommendations for each school site demonstrating equity |

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| <b>Phase One Implementation Plan: 2022-2023</b>                                                                     |                                                                                                                                                                                                                                                                                     |                                                                           |                                           |                                                                    |
| <b>Strategic Direction 2: Provide Integrated and Culturally Inclusive and Responsive Curriculum and Instruction</b> |                                                                                                                                                                                                                                                                                     |                                                                           |                                           |                                                                    |
| <b>Goal: Create a culture of professional learning</b>                                                              |                                                                                                                                                                                                                                                                                     |                                                                           |                                           |                                                                    |
| <b>Actions</b>                                                                                                      | <b>Tasks</b>                                                                                                                                                                                                                                                                        | <b>Point Persons/Group Responsible</b>                                    | <b>Budget Implications</b>                | <b>Measurable Outcomes</b>                                         |
| Research best PD practices in neighboring districts                                                                 | <ul style="list-style-type: none"> <li>Research / gather resources / look to other districts - ex., PVUSD Art of Education (online curriculum)</li> </ul>                                                                                                                           | VAPA TOSA                                                                 | No budget implications                    | List of PD resources in place                                      |
| Send grade level cohorts to Summer Arts Integration Institute and Year-Long Arts Integration Community of Practice  | <ul style="list-style-type: none"> <li>Share examples of high quality arts integrated lessons with key stakeholders to generate interest</li> <li>Research how to include arts integrated lessons/experiences at staff meetings</li> <li>Recruit teachers to participate</li> </ul> | VAPA TOSA; Curriculum and Instruction Director; Arts Leadership Committee | Event registration fees; teacher stipends | List of teachers in grade level cohorts registered for summer 2023 |
| <b>Goal: Develop curriculum, instruction, and assessment through an equity lens</b>                                 |                                                                                                                                                                                                                                                                                     |                                                                           |                                           |                                                                    |

| Actions                                                                               | Tasks                                                                                                                                                                                                                                                                                                                                                                   | Point Persons/Group Responsible                         | Budget Implications    | Measurable Outcomes                                  |
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| Identify curriculum that combines ELD and Art that addresses the needs of EL students | <ul style="list-style-type: none"> <li>Contact County representatives to get recommendations on ELD-arts integration resources</li> <li>Contact Herrera and Sotarello to learn about their ELD and art curriculum</li> </ul>                                                                                                                                            | VAPA TOSA; Lucia Herrera and Patricia Sotarello (PVUSD) | No budget implications | Collection of resources for consideration            |
| Begin to create simple curriculum for easy pickup/use by anyone                       | <ul style="list-style-type: none"> <li>Research existing resources for simple arts integration projects that can be done via multiple touch points in the classroom</li> <li>Create a depository of lesson resources and links</li> <li>Share information with principals and teachers</li> <li>Gather teacher testimonials for those that use the resources</li> </ul> | VAPA TOSA                                               | No budget implications | Digital archive of resources<br>Teacher testimonials |

### Phase One Implementation Plan: 2022-2023

#### Strategic Direction 3: Create a Visible and Vibrant Arts Community

#### Goal: Celebrate and showcase student artworks

| Actions                                                                          | Tasks                                                                                                                                                                                                                                                                                                                                                                                                   | Point Persons/Group Responsible  | Budget Implications    | Measurable Outcomes                                                     |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------|------------------------|-------------------------------------------------------------------------|
| Create an arts presence on district website that highlights district-wide events | <ul style="list-style-type: none"> <li>Regularly upload and share student artworks and videos on the district and school site websites</li> <li>Consider a Google Site for this purpose</li> <li>Create a calendar of District Arts events</li> </ul>                                                                                                                                                   | VAPA TOSA; District IT Personnel | No budget implications | Student artwork and calendar of Arts events in place<br>Website metrics |
| Share student artworks at School Board Meetings                                  | <ul style="list-style-type: none"> <li>Get on agenda then plan additional 2 min public comments</li> <li>Include youth performance :)</li> <li>Hear from Arts Specialists, teaching artists about impact on academic, SEL</li> <li>Create a handout on benefits of Arts Education</li> <li>Invite parents to come in support</li> <li>Bring buttons and bling</li> <li>Create a specific ASK</li> </ul> | VAPA TOSA                        | No budget implications | 1-2 board presentations                                                 |

|                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                              |                                           |                                                                                                                              |
|------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Add display cases for student art on each campus (and planning/placement time)                       | <ul style="list-style-type: none"> <li>Purchase glass display cases for each campus and install them</li> <li>Find other spaces (cafeteria/gyms) and add cork board for easy-displaying</li> </ul>                                                                                                                                                                                                                 | VAPA TOSA and Arts teachers; district facilities                                                             | Cost for display cases and cork board     | Display cases on each campus<br><br>Photo archive of displays                                                                |
| Continue to have teachers submit student work to the county Youth Art Exhibit                        | <ul style="list-style-type: none"> <li>VAPA TOSA to work with elementary and middle school teachers to plan for event well before work is due</li> </ul>                                                                                                                                                                                                                                                           | VAPA TOSA and Arts teachers                                                                                  | No budget implications                    | Art work displayed at county building                                                                                        |
| Pilot a musical performance at Family Arts Night at one school                                       | <ul style="list-style-type: none"> <li>Music specialist works with VAPA TOSA to have music performance at a select school, eventually eventually being offered at all sites</li> <li>Capture photos and videos of the event</li> </ul>                                                                                                                                                                             | VAPA TOSA and Music Teacher                                                                                  | Teacher stipend                           | Schedule of music performances<br><br>Photos and videos                                                                      |
| Invite student participation of Student Voices Campaign with Create CA                               | <ul style="list-style-type: none"> <li>VAPA Arts/Music Teachers to support students in creating videos for the <a href="#">Student Voices Campaign</a></li> <li>Selected videos to be shared at yearly Arts board presentation</li> <li>Selected videos to be posted on school and district website(s)</li> <li>Notify 7-8th grade students in November 2022</li> <li>Applications due in February 2023</li> </ul> | VAPA TOSA; VAPA Shoreline Arts Teachers; Students                                                            | No budget implications                    | List of student participants<br><br>Student-created videos shared on District website<br><br>Inclusion in Board presentation |
| Participate in the Carnegie Hall, Santa Cruz Symphony, Santa Cruz COE Link Up Curriculum and Concert | <ul style="list-style-type: none"> <li>Share the opportunity with music teachers and interested classroom teachers to participate in Link Up professional learning</li> <li>Have participants teach the curriculum to grade level colleagues (4th-5th grade)</li> <li>Schedule musician classroom visits</li> <li>Attend the Youth Concert</li> </ul>                                                              | VAPA Coordinator; Elementary teachers                                                                        | Transportation costs to performance venue | List of participants<br><br>Shared curriculum and resources                                                                  |
| Participate in Santa Cruz COE STEAM Expo                                                             | <ul style="list-style-type: none"> <li>Middle school students can participate in Fashion Teens where students study environmental literacy and social emotional learning and how it intersects with fashion</li> <li>Consider forming a lunch or after school club to participate in this program</li> </ul>                                                                                                       | County VAPA Coordinator; VAPA Coordinator; Shoreline Art Teacher; Shoreline Science Teachers; Shoreline Club | No budget implications                    | List of student participants<br><br>Photos and videos<br><br>STEAM Expo<br><br>Student Essays                                |

**Goal: Activate family and community involvement**

| Actions                                                                                                           | Tasks                                                                                                                                                                                                                                                                                                                 | Point Persons/Group Responsible                         | Budget Implications    | Measurable Outcomes                                                       |
|-------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|------------------------|---------------------------------------------------------------------------|
| Create an arts page for each school that is linked to the District Website that has particular focus for families | <ul style="list-style-type: none"> <li>Post Family Art Nights as a splash page</li> <li>Create a place on the website where parents can find ways to support via volunteering or bringing resources</li> <li>Use website metrics to track parent/community access to site(s)</li> <li>Create a Google Site</li> </ul> | VAPA TOSA; District IT Personnel; Parent representative | No budget implications | Arts Calendar in place for each school site that includes a parent portal |
| Continue Arts Now Live Oak advocacy efforts                                                                       | <ul style="list-style-type: none"> <li>Arts Now Live Oak representative to support and work with VAPA TOSA to support implementation of the plan and district needs</li> </ul>                                                                                                                                        | Arts Now Rep; VAPA TOSA; Arts Specialists               | No budget implications | Presence at Events/Board Meetings                                         |

### Phase One Implementation Plan: 2022-2023

#### Strategic Direction 4: Commit to Equity at the District Level

#### Goal: Ensure equity and access for all students

| Actions                               | Tasks                                                                                                                                                                                                                                                                                                                                                                       | Point Persons/Group Responsible                               | Budget Implications    | Measurable Outcomes                                                                                                  |
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| Create a master schedule for the arts | <ul style="list-style-type: none"> <li>VAPA TOSA to develop the schedule</li> <li>Include an arts representative in standing meetings at schools that are setting new schedules (new start and end times for 2022-2023)</li> <li>Review master schedules from similar districts</li> <li>Ensure all students have equitable access to visual and performing arts</li> </ul> | VAPA TOSA; Director of Curriculum and Instruction; Principals | No budget implications | Data that demonstrates all students have access to the recommended number of weekly minutes of visual arts and music |

#### Goal: Ensure permanent and qualified personnel

| Actions                                | Tasks                                                                                                                                                                      | Point Persons/Group Responsible                   | Budget Implications    | Measurable Outcomes                                                             |
|----------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|------------------------|---------------------------------------------------------------------------------|
| Update Art Specialist job descriptions | <ul style="list-style-type: none"> <li>Include Family Art Nights, exhibits, collective art installations on each campus, maintaining 3 classrooms (some shared)</li> </ul> | Director of Curriculum and Instruction; VAPA TOSA | No budget implications | Updated Art Specialist job descriptions that support realistic job expectations |

|                                                                                        |                                                                                                                                                                                                                                    |                                                   |                        |                                                           |
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| Include an arts representative in interviews for prospective Arts Specialists          | <ul style="list-style-type: none"><li>• Select arts representative(s) to support future Art Specialist interviews</li><li>• Create a simple protocol of interview questions that are drawn from other VAPA teacher input</li></ul> | Director of Curriculum and Instruction; VAPA TOSA | No budget implications | Art Specialist interviews that have arts representation   |
| Explore delivery of ELD instruction through the arts at one designated elementary site | <ul style="list-style-type: none"><li>• Reach out to neighboring districts to evaluate their model of ELD/Art delivery (PVUSD, Monterey?)</li></ul>                                                                                | Director of Curriculum and Instruction; VAPA TOSA | No budget implication  | Creation of a model of ELD/Art instruction and strategies |

## Phase Two Implementation Plan: 2023-2025

### Strategic Direction 1: Establish Sustainable Systems and Resources

#### Goal: Establish dedicated systems for coordination

| Actions                                                                                    | Tasks                                                                                                                                                                                                                                         | Point Persons/Group Responsible        | Budget Implications    | Measurable Outcomes                                                                                             |
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| Secure a permanent VAPA Coordinator                                                        | <ul style="list-style-type: none"> <li>Expand the role of the VAPA TOSA to a VAPA Coordinator position</li> </ul>                                                                                                                             | Director of Curriculum and Instruction | FTE Employee           | Permanent position in place                                                                                     |
| Continue and expand an Arts Leadership Committee with representation from each school site | <ul style="list-style-type: none"> <li>Recruit and select additional committee members</li> <li>Add parent representatives from all sites</li> <li>Add student representatives from all sites</li> </ul>                                      | Director of Curriculum and Instruction | Teacher stipends       | Roster of Arts Leadership Committee that includes teachers, parents, and student representatives from each site |
| Begin to create a “binder” of procedures and resources for Arts Specialists                | <ul style="list-style-type: none"> <li>Gather lessons, student samples, rubrics on a regular basis from Arts Specialist</li> <li>Create clear guidelines for all aspects of Arts Specialist work including ordering supplies, etc.</li> </ul> | VAPA Coordinator                       | No budget implications | Digital resource which includes clear and specific guidelines and expectations for Arts Specialists             |

#### Goal: Create sustainable funding sources

| Actions                                                                                              | Tasks                                                                                                                                                              | Point Persons/Group Responsible                            | Budget Implications    | Measurable Outcomes                                                  |
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| Create phase out plan for reliance on Spectra Grants                                                 | <ul style="list-style-type: none"> <li>Review current programs funded by Spectra</li> <li>Begin to secure other funding over Phase Two</li> </ul>                  | VAPA Coordinator                                           | No budget implications | Phase out plan in place                                              |
| Expand the budget for art materials and supplies based on program growth                             | <ul style="list-style-type: none"> <li>Review current budget for arts supplies</li> <li>Review current student data that pertain to budget implications</li> </ul> | Director of Curriculum and Instruction                     | To be determined       | Revised and realistic budget for art materials and supplies in place |
| Ensure the Arts are in the LCAP to secure more sustainable funding and increase funding for supplies | <ul style="list-style-type: none"> <li>Review other District LCAPs that provide direct funding for the arts</li> </ul>                                             | Director of Curriculum and Instruction<br>VAPA Coordinator | No budget implications | Arts funding as dedicated actions in District LCAP                   |
| Continue to apply for Tandy Beal programs and funds                                                  | <ul style="list-style-type: none"> <li>VAPA Coordinator to coordinate with principals to support their questions and choices to apply for the</li> </ul>           | VAPA Coordinator                                           | To be determined       | Dance Around the World Residencies in Place                          |

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|                                                                                | <ul style="list-style-type: none"> <li>grant</li> <li>Support student choices for the Kindness Project where monies are shared with a group in need</li> </ul>                                                                                                                |                                                                     |                            |                                                                                                          |
| <b>Goal: Provide 21<sup>st</sup> Century resources and spaces</b>              |                                                                                                                                                                                                                                                                               |                                                                     |                            |                                                                                                          |
| <b>Actions</b>                                                                 | <b>Tasks</b>                                                                                                                                                                                                                                                                  | <b>Point Persons/Group Responsible</b>                              | <b>Budget Implications</b> | <b>Measurable Outcomes</b>                                                                               |
| Ensure an arts space on each campus, based on Needs Assessment in Phase 1      | <ul style="list-style-type: none"> <li>Create a budget for supplies, furniture, equipment</li> <li>Take inventory of spaces on each campus to set up art rooms</li> </ul>                                                                                                     | Director of Curriculum and Instruction ; VAPA Coordinator           | Costs to be determined     | Each campus has a dedicated space for arts instruction and performance                                   |
| Create new district/school procedures around supplies, ordering, sharing, etc. | <ul style="list-style-type: none"> <li>Survey arts specialists on needs for ordering supplies</li> <li>Survey classroom teachers on needs for ordering supplies</li> <li>Work with District office personnel to review and update ordering procedures</li> </ul>              | VAPA Coordinator; Principals; School Site Administrative Assistants | No budget implications     | New system in place for ordering supplies                                                                |
| Research and assess tech resources                                             | <ul style="list-style-type: none"> <li>Assess current tech resources via site visits or a survey</li> <li>Query Arts Specialists on needs for additional tech resources</li> <li>Review the budget to earmark funds for tech purchases (equipment, licenses, etc.)</li> </ul> | VAPA Coordinator; Site Administrative Assistants; Arts Specialists  | No budget implications     | <p>Document with key recommendations for tech purchases</p> <p>Recommended budget for tech purchases</p> |

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| <b>Phase Two Implementation Plan 2023-2025</b>                                                                      |                                                                                                                                                                                                 |                                        |                            |                                                                      |
| <b>Strategic Direction 2: Provide Integrated and Culturally Inclusive and Responsive Curriculum and Instruction</b> |                                                                                                                                                                                                 |                                        |                            |                                                                      |
| <b>Goal: Create a culture of professional learning</b>                                                              |                                                                                                                                                                                                 |                                        |                            |                                                                      |
| <b>Actions</b>                                                                                                      | <b>Tasks</b>                                                                                                                                                                                    | <b>Point Persons/Group Responsible</b> | <b>Budget Implications</b> | <b>Measurable Outcomes</b>                                           |
| Offer arts integration PD to classroom teachers based on best practices research                                    | <ul style="list-style-type: none"> <li>Utilize Santa Cruz County Office of Education events</li> <li>Communicate PD opportunities to classroom teachers with encouragement to attend</li> </ul> | VAPA Coordinator; Principals           | PD fees<br>Teacher Pay     | List of teachers attending arts integration PD from each school site |

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| Expand grade level cohorts attendance to Summer Arts Integration Institute             | <ul style="list-style-type: none"> <li>Past cohort members share with grade level peers or school site peers to recruit new members</li> <li>Participants commit to gather and share digital resources in district-wide digital resource</li> </ul>                                                                                                                                                                                                                                                                                                                                                                   | VAPA Coordinator;<br>Director of Curriculum and Instruction;<br>Principals | SAI reg fees<br>Teacher Pay | List of teacher attending Summer Arts Integration Institute<br><br>Inclusion of resources in digital archive |
| All arts specialists to attend yearly high-quality PD aligned with the state standards | <ul style="list-style-type: none"> <li>Research California Arts Education Association offerings for in-person trainings for visual arts teachers</li> <li>Research California Music Teacher Association offerings for in-person trainings for music teachers</li> <li>Set up teacher stipends for PD</li> <li>Consider requesting teachers attending PD to share key findings and resources with discipline-based colleagues</li> </ul>                                                                                                                                                                               | VAPA Coordinator;<br>Curriculum and Instruction Director                   | PD fees<br>Teacher Pay      | List of Arts Specialists attending PD                                                                        |
| <b>Goal: Develop curriculum, instruction, and assessment through an equity lens</b>    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                            |                             |                                                                                                              |
| <b>Actions</b>                                                                         | <b>Tasks</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Point Persons/Group Responsible</b>                                     | <b>Budget Implications</b>  | <b>Measurable Outcomes</b>                                                                                   |
| Research Racial and Social Justice integration through the arts curriculum             | <ul style="list-style-type: none"> <li>Contact Santa Cruz County of Education website resources, including their <a href="#">Racial Equity and Justice Community of Practice</a>, <a href="#">Initiative for Racial Equity and Justice</a>, Youth Group, and Black Student Union</li> <li>Invite teachers to participate in the Community of Practice, listed above</li> <li>Leverage resources from the Museum of Tolerance partnership</li> <li>Create a digital archive of lessons and resources</li> <li>Share these resources with Arts Specialists and classroom teachers during planning or PD time</li> </ul> | VAPA Coordinator                                                           | No budget implications      | Digital archive and document with Racial and Social Justice resources                                        |
| Research options for media arts/graphic arts extension in computer course at Shoreline | <ul style="list-style-type: none"> <li>Research media arts/graphic arts and computer course infusion options in other districts</li> <li>Review the Media Arts standards in the CA Arts Standards to see potential connections</li> </ul>                                                                                                                                                                                                                                                                                                                                                                             | VAPA Coordinator;<br>Director of Curriculum and Instruction                | No budget implications      | Report with recommendations                                                                                  |

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| Start to collect/gather materials to provide a Makerspace at each school | <ul style="list-style-type: none"> <li>Review the Makerspace at Del Mar to help guide other schools in creating a Makerspace</li> <li>Solicit materials from local businesses</li> <li>Research the possibility for a mobile Makerspace in the unused district-owned bus</li> <li>Create document with best practices for creating and maintaining Makerspaces</li> </ul> | VAPA Coordinator | To be determined | <p>Makerspaces in place at select schools or via a mobile Makerspace</p> <p>Best practices document</p> |
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| Phase Two Implementation Plan: 2023-2025                                                 |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                         |                        |                                                                |
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| Strategic Direction 3: Create a Visible and Vibrant Arts Community                       |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                         |                        |                                                                |
| Goal: Celebrate and showcase student artworks                                            |                                                                                                                                                                                                                                                                                                                                                                                                         |                                                         |                        |                                                                |
| Actions                                                                                  | Tasks                                                                                                                                                                                                                                                                                                                                                                                                   | Point Persons/ Group Responsible                        | Budget Implications    | Measurable Outcomes                                            |
| Increase the arts presence on the district website that highlights district-wide events  | <ul style="list-style-type: none"> <li>Regularly upload and share student artworks and videos on the district and school site websites</li> <li>Review and update the calendar of District Arts events</li> <li>Include possibility for video uploads</li> <li>Continue to use website metrics to direct online presence</li> </ul>                                                                     | VAPA Coordinator;<br>District IT Personnel              | No budget implications | Student artwork and calendar of Arts events in place           |
| Continue student artworks and performances at School Board Meetings bi-annually          | <ul style="list-style-type: none"> <li>Get on agenda then plan additional 2 min public comments</li> <li>Include youth performance :)</li> <li>Hear from Arts specialists, teaching artists about impact on academic, SEL</li> <li>Create a handout on benefits of Arts Education</li> <li>Invite parents to come in support</li> <li>Bring buttons and bling</li> <li>Create a specific ASK</li> </ul> | VAPA Coordinator                                        | No budget implications | 2-3 board presentations                                        |
| Highlight student work in display cases for student art on each campus in each trimester | <ul style="list-style-type: none"> <li>Create a schedule of reminders for campuses to display student art</li> <li>Capture photos of displays to be both archived and shared on the district website</li> </ul>                                                                                                                                                                                         | VAPA Coordinator and Arts Teachers; district facilities | No budget implications | <p>Communication schedule</p> <p>Photo archive of displays</p> |
| Continue to have teachers                                                                | <ul style="list-style-type: none"> <li>VAPA Coordinator to work with elementary and</li> </ul>                                                                                                                                                                                                                                                                                                          | VAPA Coordinator and                                    | No budget              | Art work displayed at county building                          |

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                               |                                                                                                              |                                           |                                                                                                                                     |
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| submit student work in the the County Youth Art Exhibit                                                          | middle school teachers plan for event well before work is due                                                                                                                                                                                                                                                                                                 | Arts Teachers                                                                                                | implications                              |                                                                                                                                     |
| Continue to include a musical performance at Family Arts Night and include workshop by Arts Specialists          | <ul style="list-style-type: none"> <li>• Invite district arts specialists to create a short arts experience for families</li> <li>• Music specialists work with VAPA TOSA to have music performance rotation</li> <li>• Capture photos and videos of the event</li> </ul>                                                                                     | VAPA Coordinator and Arts Teachers                                                                           | No budget implications                    | <p>Schedule of music performances</p> <p>Photos and videos</p>                                                                      |
| Initiate incorporation of student artworks and performances at Open House events                                 | <ul style="list-style-type: none"> <li>• Create guidelines for schools to support ideas for including the arts at Open House</li> <li>• Communicate guidelines with Principals and site-based representatives</li> <li>• Capture photos and videos</li> </ul>                                                                                                 | VAPA Coordinator; Arts Teachers; Principals                                                                  | No budget implications                    | <p>Guidelines document</p> <p>Archive of photos and videos</p>                                                                      |
| Invite Elementary and MS music teachers to participate in fall/spring concert                                    | <ul style="list-style-type: none"> <li>• Create a schedule for bi-annual music performances</li> <li>• Capture photos and video of performances</li> </ul>                                                                                                                                                                                                    | VAPA Coordinator; Elementary and Middle School Music Teachers                                                | Transportation costs to performances      | <p>Schedule of music performances</p> <p>Photos and videos</p>                                                                      |
| Continue to participate in the Carnegie Hall, Santa Cruz Symphony, Santa Cruz COE Link Up Curriculum and Concert | <ul style="list-style-type: none"> <li>• Share the opportunity with music teachers and interested classroom teachers to participate in Link Up professional learning</li> <li>• Have participants teach the curriculum to grade level colleagues (4th-5th grade)</li> <li>• Schedule musician classroom visits</li> <li>• Attend the Youth Concert</li> </ul> | VAPA Coordinator; Elementary teachers                                                                        | Transportation costs to performance venue | <p>List of participants</p> <p>Shared curriculum and resources</p>                                                                  |
| Expand student participation of Student Voices Campaign                                                          | <ul style="list-style-type: none"> <li>• VAPA Arts/Music Teachers to support student in creating videos for the Student Voices Campaign</li> <li>• Selected videos to be shared at yearly Arts board presentation</li> <li>• Selected videos to be posted on school and district website(s)</li> </ul>                                                        | VAPA Coordinator; VAPA Shoreline Arts Teachers; Students                                                     | No budget implications                    | <p>List of student participants</p> <p>Student-created videos shared on District website</p> <p>Inclusion in Board presentation</p> |
| Continue to participate in Santa Cruz COE STEAM Expo                                                             | <ul style="list-style-type: none"> <li>• Middle school students can participate in Fashion Teens where students study environmental literacy and social emotional learning and how it intersects with fashion</li> <li>• Consider forming a club to participate in this program</li> </ul>                                                                    | County VAPA Coordinator; VAPA Coordinator; Shoreline Art Teacher; Shoreline Science Teachers; Shoreline Club | No budget implications                    | <p>List of student participants</p> <p>Photos and videos</p> <p>STEAM Expo</p> <p>Student Essays</p>                                |

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| Establish a partnership with artists in the county                                                                 | <ul style="list-style-type: none"> <li>Reach out and identify local community artists interested in sharing work based learning experiences for LOSD students</li> <li>Consider offering opportunities for LOSD students to visit local studios (especially during open studios in October)</li> </ul>               | VAPA Coordinator;<br>Arts Specialist;<br>Local Artist(s)             | No budget implications     | Consider MOUs in place with select local artists                                                 |
| Continue Arts Now Live Oak advocacy efforts                                                                        | <ul style="list-style-type: none"> <li>Arts Now Live Oak representative to continue to work with VAPA Coordinator and support district where needed</li> </ul>                                                                                                                                                       | VAPA Coordinator;<br>Arts Specialists;<br>Local Artist(s)            | No budget implications     | Presence at Events/Board Meetings                                                                |
| <b>Goal: Activate family and community involvement</b>                                                             |                                                                                                                                                                                                                                                                                                                      |                                                                      |                            |                                                                                                  |
| <b>Actions</b>                                                                                                     | <b>Tasks</b>                                                                                                                                                                                                                                                                                                         | <b>Point Persons/Group Responsible</b>                               | <b>Budget Implications</b> | <b>Measurable Outcomes</b>                                                                       |
| Expand the arts page for each school that is linked to the District Website that has particular focus for families | <ul style="list-style-type: none"> <li>Post Family Art Nights as a splash page</li> <li>Expand posting of parent volunteer opportunities</li> <li>Review and update as needed the Google Site</li> </ul>                                                                                                             | VAPA Coordinator;<br>District IT Personnel;<br>Parent representative | No budget implications     | Arts Calendar in place for each school site that includes a parent portal<br><br>Website metrics |
| Invite parents to volunteer to teach                                                                               | <ul style="list-style-type: none"> <li>Survey parents for interest in teaching arts lessons and/or that have an arts background</li> <li>Utilize digital archive of arts integration lessons and resources to select appropriate activities</li> <li>Conduct a training/orientation for parent volunteers</li> </ul> | VAPA Coordinator;<br>District IT Personnel;<br>Parent representative | No budget implications     | List of parents willing to teach select arts lessons<br><br>Survey results and recommendations   |

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| <b>Phase Two Implementation Plan: 2023-2025</b>                                     |                                                                                                                                                                                 |                                                          |                                       |                                                                      |
| <b>Strategic Direction 4: Commit to Equity at the District Level</b>                |                                                                                                                                                                                 |                                                          |                                       |                                                                      |
| <b>Goal: Ensure equity and access for all students</b>                              |                                                                                                                                                                                 |                                                          |                                       |                                                                      |
| <b>Actions</b>                                                                      | <b>Tasks</b>                                                                                                                                                                    | <b>Point Persons/Group Responsible</b>                   | <b>Budget Implications</b>            | <b>Measurable Outcomes</b>                                           |
| Update a master schedule for the arts to begin to support year-long visual arts and | <ul style="list-style-type: none"> <li>Review master schedules from comparable districts</li> <li>Assess evolving staffing and space needs for expansion of programs</li> </ul> | Curriculum and Instruction Director;<br>VAPA Coordinator | Unknown, depending on expansion; LCAP | Updated master schedule in place<br><br>Recommendations for staffing |

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| music instruction for all TK-5 students                                                                                                            | <ul style="list-style-type: none"> <li>Conduct a pre/post student survey to measure Social Emotional Learning outcomes</li> </ul>                                                                                                                                                                                                                   |                                                       | Funds                                             | Survey results and analysis                                                                    |
| Review master schedule at Shoreline to revisit year-long band class                                                                                | <ul style="list-style-type: none"> <li>Review master schedule and look into reinstatement of Zero Period for computer course</li> <li>Request waivers for Zero Period, if needed</li> </ul>                                                                                                                                                         | Curriculum and Instruction Director; VAPA Coordinator | No budget implications                            | Strategy in place to potentially reinstate year-long band class at Shoreline                   |
| Continue outreach to families of EL students to secure students a seat in morning classes so they can take an elective during the day at Shoreline | <ul style="list-style-type: none"> <li>Create a one-page document in English and Spanish to inform parents on the impact of scheduling for arts electives</li> <li>Meet with counselors to coordinate messaging at meetings with parents</li> <li>Ensure arts representation for any possible slideshows geared towards students/parents</li> </ul> | VAPA Coordinator                                      | No budget implications                            | Increased enrollment of EL students in arts electives at Shoreline                             |
| Pilot implementation and delivery of ELD instruction through the arts designated at one elementary site                                            | <ul style="list-style-type: none"> <li>Designated visual arts teacher to teach weekly ELD through the arts throughout the school year</li> </ul>                                                                                                                                                                                                    | Visual Arts Teacher                                   | 1 FTE                                             | Increased ELPAC scores<br><br>Survey to student addressing SEL                                 |
| Continue to support dedicated arts instruction for SPED and RSP students with learning challenges                                                  | <ul style="list-style-type: none"> <li>Research ways to offer dedicated instruction to SPED and RSP students</li> <li>Research professional development in the arts for classroom teachers working with students with special needs</li> </ul>                                                                                                      | Curriculum and Instruction Director; VAPA Coordinator | To be determined, for PD or artist residency fees | Professional development or artist residencies in place to support students with special needs |
| <b>Goal: Ensure permanent and qualified personnel</b>                                                                                              |                                                                                                                                                                                                                                                                                                                                                     |                                                       |                                                   |                                                                                                |
| <b>Actions</b>                                                                                                                                     | <b>Tasks</b>                                                                                                                                                                                                                                                                                                                                        | <b>Point Persons/Group Responsible</b>                | <b>Budget Implications</b>                        | <b>Measurable Outcomes</b>                                                                     |
| Begin to provide for District-funded full-time, non-temporary Arts Specialists                                                                     | <ul style="list-style-type: none"> <li>Include arts FTE positions in District LCAP</li> </ul>                                                                                                                                                                                                                                                       | Curriculum and Instruction Director; School Board     | To be determined based on staffing                | FTE positions in LCAP for select Arts Specialist                                               |
| Update Art Specialist job descriptions as programs evolve                                                                                          | <ul style="list-style-type: none"> <li>Include evolving roles and responsibilities in Art Specialist job descriptions</li> <li>Update job postings with new information</li> </ul>                                                                                                                                                                  | Curriculum and Instruction Director; VAPA Coordinator | No budget implications                            | Updated Art Specialist job descriptions that support realistic hiring expectations             |

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| Continue to include an arts representative in interviews for prospective Arts Specialists | <ul style="list-style-type: none"><li>• Select arts representative(s) to support future Art Specialist interviews</li><li>• Revisit and update simple protocol of interview questions that are drawn from other VAPA teacher input (as necessary)</li></ul> | Curriculum and Instruction Director;<br>VAPA Coordinator | No budget implications | All Art Specialist interviews have arts representation |
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### Phase Three Implementation Plan: 2025-2027

#### Strategic Direction 1: Establish Sustainable Systems and Resources

##### Goal: Establish dedicated systems for coordination

| Actions                                                                                                                        | Budget Implications    | Measurable Outcomes                                                       |
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| Continue permanent VAPA Coordinator position                                                                                   | LCAP Funds             | Position in place                                                         |
| Continue the Arts Leadership Committee with representation from each school site and include parent and student representation | Teacher stipends       | Roster of teacher, parent and student representatives                     |
| Update and expand the “binder” of procedures and resources for Arts Specialists                                                | No budget implications | Hard copy and digital resources updated and in place for Arts Specialists |
| Continue to ensure there is prep time approved in Art Specialist contracts or agreements                                       | No budget implications | Prep time included in Art Specialist contracts                            |

##### Goal: Create sustainable funding sources

| Actions                                                                                                        | Budget Implications                           | Measurable Outcomes                      |
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| Complete the phase out plan for reliance on Spectra Grants                                                     | Continue to seek out grants and other funding | Plan in place for dedicated LCAP funding |
| Continue to include specific arts funding goals (Positions) in the LCAP to reduce Parcel Tax (PTOC) dependency | Continue to seek out grants and other funding | Plan in place for dedicated LCAP funding |

##### Goal: Provide 21<sup>st</sup> Century resources and spaces

| Actions                                                                             | Budget Implications                                                                                          | Measurable Outcomes                            |
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| Conduct a new needs assessment to update expectations for supplies, equipment, tech | There may be budget implications if the survey indicates the need for additional supplies, equipment or tech | Survey results and report with recommendations |
| Survey Arts Specialists to assess procurement process and systems                   | No budget implications                                                                                       | Survey results and report with recommendations |

### Phase Three Implementation Plan: 2025-2027

#### Strategic Direction 2: Provide Integrated and Culturally Inclusive and Responsive Curriculum and Instruction

##### Goal: Create a culture of professional learning

| Actions                                                                                                                                      | Budget Implications     | Measurable Outcomes                                                                                                                                                                 |
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| Continue to offer arts integration PD to classroom teachers based on best practices research                                                 | Teacher pay             | List of teachers attending arts integration PD from each school site                                                                                                                |
| Continue to expand grade level cohorts attendance to Summer Arts Integration Institute and have them share information with site-based peers | Teacher pay             | List of expanded cohorts attending Summer Arts Integration Institute<br><br>Digital archive of resources<br><br>Schedule or plan in place for participants to share with colleagues |
| Continue to support that all Arts Specialists to attend yearly high-quality PD aligned with the state standards and share with cohorts       | Teacher pay; Event fees | List of Arts Specialists attending PD<br><br>Digital archive of resources                                                                                                           |

##### Goal: Develop curriculum, instruction, and assessment through an equity lens

| Actions                                                                                                                            | Budget Implications          | Measurable Outcomes                                                                                      |
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| Identify/create scope and sequence for music that is aligned to standards (consider Quaver curriculum or other updated curriculum) | Teacher pay; Curriculum fees | Scope and sequence for music in place<br><br>Curriculum purchased or created                             |
| Identify/create scope and sequence for visual arts that is aligned to standards (ie: Art of Education or other updated curriculum) | Teacher pay; Curriculum fees | Scope and sequence for visual arts in place<br><br>Curriculum purchased or created                       |
| Implement Racial and Social Justice integration through the arts curriculum                                                        | No budget implications       | Digital archive and document with Racial and Social Justice resources                                    |
| Expand growth and utilization of Makerspaces on all campuses                                                                       | To be determined             | Makerspaces in place at select schools or via a mobile Makerspace<br><br>Updated best practices document |

**Phase Three Implementation Plan: 2025-2027**

**Strategic Direction 3: Create a Visible and Vibrant Arts Community**

**Goal: Celebrate and showcase student artworks**

| <b>Actions</b>                                                                                                                                                                  | <b>Budget Implications</b> | <b>Measurable Outcomes</b>                                                                      |
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| Continue a vibrant arts presence at select board meetings and include invitations to board members to arts events                                                               | No budget implications     | Schedule of board presentations<br>List of board members who have attended district arts events |
| Expand the showcasing of student artworks and performances at Open House events and other school events                                                                         | No budget implications     | Updated best practices document<br>Photo and video documentation                                |
| Continue to include a musical performance at Family Arts Night at all sites and include workshop by Art Specialist                                                              | Teacher stipend            | Photo and video documentation                                                                   |
| Continue to invite Elementary and MS music teachers to participate in fall/spring concerts                                                                                      | No budget implications     | Photo and video documentation                                                                   |
| Continue to highlight student work in display cases for student art on each campus in each trimester and include performances on video screens or using QR codes, when possible | No budget implications     | Schedule of displays with rotating themes district-wide<br>Photo documentation                  |
| Expand social media presence with inclusion of Instagram or other current/relevant application                                                                                  | No budget implications     | Social media strategy in place<br>Social media metrics                                          |

**Goal: Activate family and community involvement**

| <b>Actions</b>                                                                          | <b>Budget Implications</b> | <b>Measurable Outcomes</b>                                                                                                    |
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| Increase options for parent volunteers in teaching/supporting arts lessons and programs | No budget implications     | List of parent participants<br>Archive of doable lessons/activities for parents<br>Schedule of parent orientation workshop(s) |
| Continue partnership with artists in the county                                         | Unknown                    | MOUs in place with select local artists                                                                                       |

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| Continue Arts Now Live Oak advocacy efforts | No budget implications | Presence at Events/Board Meetings |
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| Phase Three Implementation Plan: 2025-2027                                                                                              |                        |                                                                                 |
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| Strategic Direction 4: Commit to Equity at the District Level                                                                           |                        |                                                                                 |
| Goal: Ensure equity and access for all students                                                                                         |                        |                                                                                 |
| Actions                                                                                                                                 | Budget Implications    | Measurable Outcomes                                                             |
| Continue to update a master schedule for the arts to begin to support year-long visual arts and music instruction for all TK-5 students | To be determined       | Master Schedule<br><br>LCAP                                                     |
| Continue to expand implementation and delivery of ELD instruction through the arts at elementary schools                                | To be determined       | Master Schedule<br><br>LCAP                                                     |
| Continue to support dedicated arts instruction for SPED and RSP students with learning challenges                                       | No budget implications | Master Schedule<br><br>LCAP                                                     |
| Goal: Ensure permanent and qualified personnel                                                                                          |                        |                                                                                 |
| Actions                                                                                                                                 | Budget Implications    | Measurable Outcomes                                                             |
| Ensure district-funded full-time, non-temporary Arts Specialist positions                                                               | To be determined       | Master Schedule<br><br>LCAP                                                     |
| Continue to update Art Specialist job descriptions as programs evolve                                                                   | No budget implications | Updated job descriptions in place                                               |
| Continue to include an arts representative in interviews for prospective Arts Specialists                                               | No budget implications | Plan in place to include arts representation at interviews for Arts Specialists |

## Appendix

### District Arts Team

| DAT Co-Chairs                 | Name and Title                                                     | Email                         |
|-------------------------------|--------------------------------------------------------------------|-------------------------------|
| District Representative       | Marilyn Rockey-Principal at Del Mar Elementary                     | mrockey@losd.ca               |
| Community Representative      | Veronique Marks-Parent and Arts Now Representative                 | artsnowlosd@gmail.com         |
| DAT Member                    | Name and Title/Role                                                | Email                         |
| County Office of Education    | Audrey Sirota-County Vapa Coordinator                              | asirota@santacruzcoe.org      |
| Arts Advocacy Organization    | Alexia Martin-Create CA                                            | alexia@createca.org           |
| Community Artist              | Rhia Hurt-17th Ave artist                                          | rhiahurt@gmail.com            |
| Cradle to Career              | Allison Guevara-Director of Innovative Programs and School Support | allison@allisonguevara.com    |
| Live Oak School District      | Crystal Perez                                                      | cperez@losd.ca                |
| Live Oak Education Foundation | Stacey Kyle-President                                              | liveoakedfoundation@gmail.com |
| Local Arts Council            | Sarah Brothers-Arts Council Santa Cruz                             | sarah@artscouncilsc.org       |
| Philanthropic Foundation      | Katy Souza-Community Foundation Santa Cruz                         | ksouza@cfsc.org               |

|                                        |                                                      |                             |
|----------------------------------------|------------------------------------------------------|-----------------------------|
| School Board Member                    | Cita Rasul-Parent, Green Acres and Shoreline         | frasul@losd.ca              |
| Superintendent                         | Dr. Daisy Morales                                    | dmorales@losd.ca            |
| Live Oak HSC                           | Ian Dixon-Parent, Shoreline                          | idixon@losd.ca              |
| Parent of Del Mar Elementary           | Carrie Bisazza (2nd grader, 6th grader) art director | booshkys.girl@gmail.com     |
| Parent of Green Acres Elementary       | Lizeth Santana                                       | LizethSantana1410@gmail.com |
| Teacher, Del Mar Elementary School     | Diane Weiler-4th grade DM (artist)                   | dweiler@losd.ca             |
| Art Teacher, Elementary (TK-3)         | Katie Simpson-TK-3 Roving Teaching Artist            | simpson.kathleen@gmail.com  |
| Art Teacher, 4/5 Release Time          | Lauren Hulphers-4/5 Release Time                     | lhulphers@losd.ca           |
| Music Teacher (TK-3); 4/5 Release Time | Marc Girard-4/5 Release Time + TK-3 Roving           | mgirard@losd.ca             |
| Band Teacher, Middle School            | Caleb Murray-Band Director                           | calebmurray@losd.ca         |
| Visual Art, Middle School              | Kate Mullikin-Visual Arts                            | kmullikin@losd.ca           |

## Practical Vision for the Arts

March 14 & 23, 2022

Answering the question – “What would we want to see in place in five years in the district as a result of our planning?”

| Visible and Dynamic Celebration of Student Art        | Supportive and Meaningful Wellness and Social Emotional Competencies through the Arts                 | Inclusive Community of the Arts Honoring All Cultures                                       | Infused and Equitable Arts Experiences                                                                 | Valued and Connected Family and Community Engagement | Sustainable Funding, Staffing, and Support Systems          | Sequential and Standards-based Curriculum, Instruction, and Assessment | 21 <sup>st</sup> Century Spaces and Resources to support College and Career Readiness | Collaborative and Interdisciplinary Culture of Arts Integration |
|-------------------------------------------------------|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|------------------------------------------------------|-------------------------------------------------------------|------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Cheerleader for the Whole Child                       | Students are engaged in classrooms causing a drastic drop in behavior issues and increased attendance | Cultural celebration through art and performance – getting to know each other’s backgrounds | Art permeates school culture – it’s visible everywhere on campus and is tangible in students’ mindsets | Families engaged and involved through the arts       | VAPA Coordinator to support implementation of the arts plan | All students TK-8 have music and visual art once a week all year       | Technology-based and infused arts classes                                             | Interdisciplinary art lessons connecting art and other subjects |
| Global recognition and appreciation of gifts that are | Social Emotional Learning (SEL) competencies are                                                      | Group singing (in English and Spanish)                                                      | Art projects become rites of passage                                                                   | Students and families creating art together          | VAPA Coordinator                                            | Students (TK-8) have arts offerings daily –                            | Seamless integration of tech                                                          | VAPAs working with grade level planning teams                   |

|                                                                                                |                                                                                                     |                                                                                                |                                                                                                                      |                                                                                      |                                                                                                                |                                                                                      |                                                                                                               |                                                                               |
|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| not the same as ours                                                                           | integrated throughout the arts and the school day                                                   |                                                                                                |                                                                                                                      |                                                                                      |                                                                                                                | both art immersion and arts integration                                              |                                                                                                               | to support arts integration                                                   |
| Students creating art as advocacy                                                              | Joy                                                                                                 | BIPOC, low income, LGBTQ+, and special needs students will be celebrated for their art         | Arts are an essential part of the school curriculum and culture                                                      | Guest performances and professional artists coming to the schools to teach and share | Access is equitable across the district and funding is secure and stable due to presence in the LCAP as a goal | Connecting and bridging of elementary and middle school music                        | Online display of projects                                                                                    | Student voice and needs are at the center of the arts planning and curriculum |
| Artist of the Month on the School's website                                                    | Buenos Hábitos/Good habits                                                                          | Reconocimiento de culturas/recognition of cultures                                             | Student-made sculptures on the playground in Life Lab                                                                | Arte en familia/Family art time                                                      | VAPA coordinator to support implementation of the arts plan                                                    | Vertical and horizontal alignment for VAPA program                                   | Multi-disciplinary approach (wide array of career paths taught)                                               | Multiple mediums being utilized to show knowledge                             |
| Art is visible EVERYWHERE – inside and outside on walls, music heard wafting down the hallways | Joyful, excited kids                                                                                | Musica y danza/music and dance                                                                 | Expectation of arts as core part of curriculum for every student                                                     |                                                                                      | A program plan and curriculum and funding                                                                      | Arts integrated into academics and field trips                                       | Arts Media and Entertainment (AME) is available to students at Shoreline                                      | STEAM Lab with an overarching practice of project-based learning              |
| Día especial para niños puedan mostrar su arte/special day for kids to show off their art      | Art will be a part of social-emotional learning and healing                                         | Individual student music/art resources for home use                                            | Uplifting art labyrinths                                                                                             |                                                                                      | Teachers are NOT temporary                                                                                     | Programs build on exposure, purpose, and meaning                                     | STEAM Lab with an overarching practice of project-based learning                                              | Collaboratively produced art that is project-based                            |
| Schools creating and showing their work – sense of pride that EVERYONE is an artist            | The energy and connectedness feel like a 180 turn from the pandemic – people feeding off each other | Parents and community leaning workshops using their art skills with kids leading workshops too | Joyful participation                                                                                                 |                                                                                      | Fully funded program                                                                                           | All students 6-8 have art as a core class                                            | Materials used by multiple schools (mobile) with curriculum staggered so materials move from school to school |                                                                               |
| Annual talent shows and theater productions                                                    | Colors, smiles, collaboration, pride, empowerment, PEACH, safety, belonging                         |                                                                                                | Arts are an essential part of the school/district culture – supportive, connected, vibrant, FUN learning environment |                                                                                      | There is a VAPA go-to person on each campus                                                                    | Guest performances and professional artists coming to the schools to teach and share | Students gathering in a creative studio (inspired and functional building space)                              |                                                                               |
|                                                                                                | Students have confidence to try new things                                                          |                                                                                                | Arts rights                                                                                                          |                                                                                      | Budgets are realistic to support a robust program                                                              | Students lead activities and lessons                                                 | Dedicated areas for students to work on projects                                                              |                                                                               |

|  |                                        |  |                                                                          |  |  |                                                                        |                            |  |
|--|----------------------------------------|--|--------------------------------------------------------------------------|--|--|------------------------------------------------------------------------|----------------------------|--|
|  | Passion por un arte/passion for an art |  | Passionate, hopeful, joyful teachers, staff and parents                  |  |  | Maybe there are student aides from Harbor High or other high schools   | Fully equipped maker-space |  |
|  |                                        |  | A school system heavily invested in performances                         |  |  | Vertical and horizontal alignment across district                      |                            |  |
|  |                                        |  | Multiple avenues to develop and share creative talents across all grades |  |  | Mix of Live Performances/shows and Video Events                        |                            |  |
|  |                                        |  | Students work together and support each other                            |  |  | Dance is a part of VAPA                                                |                            |  |
|  |                                        |  | Equitable access to the arts across and throughout the district          |  |  | Students have a plethora of opportunities with various art disciplines |                            |  |
|  |                                        |  |                                                                          |  |  | Art and music for all grade levels each week                           |                            |  |

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Live Oak School District Community Arts Team was asked: *What creative and innovative actions can we take to take advantage of our strengths, address our challenges, and move toward our vision?* The Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation. April 26, 2022, and May 4, 2022.

### 1. Establish Sustainable Systems and Resources

#### Goal 1: Establish dedicated systems for coordination

##### Actions:

- Make sure there is more prep time approved for the arts
- Ensure the plan is known and understood by all staff
- Establish a committee to oversee the implementation of the strategic arts plan
- Establish a TOSA/VAPA Coordinator that oversees the Arts Plan
- Mimic a program that is working in other districts
- This arts plan – and a district VAPA to help oversee and implement what is in it more equitably!

## **Goal 2: Create sustainable funding sources**

### **Actions:**

- a. Ask for paid time for elective teachers to write grants to secure more funds
- b. Create a realistic budget for art materials and supplies
- c. Develop a fundraising proposal/grant request based on clearly defined arts program curriculum, staffing needs, and materials list
- d. PTOC (Parcel Tax) to support the arts, not supplant programs
- e. Conduct outreach and fundraising
- f. Research and assess all potential funding sources and multi-year options
- g. Make sure the Arts are in the LCAP to secure more sustainable funding and increase funding for supplies
- h. Increase the budget for arts materials with grants
- i. District Grants and Live Oak Education Foundation work to be aligned with arts plan/vision
- j. TOSA/VAPA Coordinator to oversee Spectra Grants to students have access to all arts disciplines through the ages
- k. Have a TOSA/VAPA Coordinator work with Live Oak Education Foundation to map grants to vision
- l. Reach out to philanthropic organizations to support arts plan in the 1<sup>st</sup> year (ie: VAPA Coordinator position)
- m. Long term goal across district: Live Oak LCAP has a goal specific to the arts, attached to its own source of funding
- n. Ensure grant writing for the arts aligns to this arts plan
- o. Long term arc: plan for grant so students get exposure to different art forms as they progress
- p. LOSD to have designated LCAP Goal for own source of funding
- q. Create a VAPA TOSA writing position for Spectra grants (instead of parents) based on vision

## **Goal 3: Provide 21<sup>st</sup> Century resources and spaces**

### **Actions:**

- a. Create new district/school procedures around supplies, ordering, sharing, etc.
- b. Ensure supplies are available
- c. Take inventory of tools available and those needed to carry out the program
- d. Ensure equitable, dedicated art classrooms on each campus
- e. Research and assess tech resources such as Equal Access-Cruzio
- f. Dedicated art rooms on all campuses
- g. Take inventory of spaces on each campus to set up art rooms
- h. Supplies and labor funding for a variety of arts

## **2. Provide Integrated and Culturally Inclusive and Responsive Curriculum and Instruction**

## **Goal 1: Create a culture of professional learning**

### **Actions:**

- a. Let teachers know about professional development opportunities (summer arts institute, for example)
- b. All arts specialist to attend yearly high-quality PD aligned with the state standards
- c. Have a minimum of 2 teachers from each school site attend the summer arts institute training

## **Goal 2: Develop curriculum, instruction, and assessment through an equity lens**

### **Actions:**

- a. Create or adapt a program plan/curriculum

- b. Ensure art is integrated into content areas so as not to compete with instructional minutes
- c. Increased integration opportunities with classroom teachers
- d. Ensure the art curriculum is honoring and educating about many cultures
- e. Consider transitioning the middle school computer class to media arts (revisit curriculum)
- f. Art teacher is an ELD teacher. PVUSD model has ELD teachers teaching through the arts.
- g. Integrate Racial and Social Justice through the arts curriculum
- h. Start to collect/gather materials for a Makerspace
- i. Infuse Social Emotional Learning through the arts
- j. Infuse arts in ethnic studies course or computer course (ie: graphic arts)
- k. Provide scope and sequence for music that is aligned to standards (consider Quaver curriculum)
- l. Provide scope and sequence for visual arts that is aligned to standards (ie: Art of Education)
- m. Identify curriculum that combines ELD and Art that addresses the needs for ELD classes
- n. Experiment with ELD in art class, both standards taught simultaneously
- o. Create simple curriculum for easy pickup/use by anyone

### 3. Create a Visible and Vibrant Arts Community

#### Goal 1: Celebrate and showcase student artworks

##### Actions:

- a. Elementary and MS music teacher to participate in fall/spring concert
- b. Continue showing student work in public spaces on campus and in county shows
- c. Students share and perform to build confidence and public speaking skills
- d. Elementary and MS arts teacher to participate in district/county arts shows
- e. VAPA Coordinator to present yearly or bi-yearly review/celebrations to LOSD Board
- f. Increased display cases for student art (and planning/placement time)
- g. Increase collaboration with ELAC around culturally rich and inclusive arts programs
- h. Family Arts night to be coordinated by VAPA/TOSA and to align with Arts Plan
- i. Instagram presence
- j. Create spaces for displaying student art on each campus
- k. Public arts display of student work
- l. Digitizing student art – Artsonia (fundraising potential)
- m. Improve LOSD school websites overall, including Arts specific info, calendar
- n. Inspire students to enter local art contests and be a part of our art community

#### Goal 2: Activate family and community involvement

##### Actions:

- a. Research ways to connect to Silicon Valley parents
- b. Continue Arts Now Live Oak advocacy efforts
- c. Advocate with Region 5 connections (Santa Clara, San Benito, Monterrey, Santa Cruz and ?)
- d. Advocate with business, county, and government sources
- e. Invite parents to volunteer to teach
- f. Offer fun family art events (with music and food too)

- g. Establish a partnership with artists in the county
- h. Family Art Nights organized district wide
- i. Pandemic-related community healing via Arts – in partnership with counselors?

#### **4. Commit to Equity at the District Level**

##### **Goal 1: Ensure equity and access for all students**

###### **Actions:**

- a. Continue to give students opportunities to experiment with a wide variety of media
- b. Continue to discuss how art can heal and change the world through rigorous exploration of various artists and styles
- c. Year long art classes for all grades
- d. Master schedule to address middle school band conflicts
- e. Continue modified art curriculum for SPED and RSP students with learning challenges
- f. Use academic or social emotional counselors to convey zero period option
- g. Create a comprehensive inventory and overview of all arts programming, facilities, etc. to evaluate for equity and to increase visibility of programs
- h. Revisit the master schedule to include music and visual art all year at the elementary level
- i. Year-round art for all kids
- j. Continue outreach to ELD families to secure students a seat in morning classes so they can take an elective during the day
- k. Change the computer class elective requirement at Shoreline Middle School

##### **Goal 2: Ensure permanent and qualified personnel**

###### **Actions:**

- a. Help search for a new Art teacher at Shoreline
- b. Have arts teacher or VAPA Coordinator interview panel for hiring new arts staff
- c. Elementary teachers with visual arts strengths to rotate each week so kids can have access to what they offer
- d. VAPA Coordinator to oversee plan
- e. Fund full-time, non-temporary Arts Specialists
- f. Make Arts Specialists permanent status – not temporary!!!

Respondiendo a la pregunta: “¿Qué nos gustaría ver implementado en cinco años en el distrito como resultado de nuestra planificación?”

| Celebración visible y dinámica del arte estudiantil                                       | Bienestar significativo y de apoyo y competencias socioemocionales a través de las artes                                              | Comunidad Inclusiva de las Artes Honrando a Todas las Culturas                                             | Experiencias artísticas infundidas y equitativas                                                                              | Participación familiar y comunitaria valorada y conectada                                          | Sistemas sostenibles de financiación, dotación de personal y apoyo                                                           | Currículo, Instrucción y Evaluación Secuenciales y Basados en Estándares                                                  | Espacios y recursos del siglo XXI para apoyar la preparación universitaria y profesional | Integración colaborativa e interdisciplinaria de la cultura de las artes                                       |
|-------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|
| Animadora para toda la niña                                                               | Los estudiantes participan en las aulas, lo que provoca una caída drástica en los problemas de comportamiento y una mayor asistencia. | Celebración cultural a través del arte y la actuación: conocer los antecedentes de cada uno                | El arte impregna la cultura escolar: es visible en todas partes del campus y es tangible en la mentalidad de los estudiantes. | Familias comprometidas e involucradas a través de las artes                                        | Coordinador de VAPA para apoyar la implementación del plan de artes                                                          | Todos los estudiantes TK-8 tienen música y artes visuales una vez por semana durante todo el año.                         | Clases de artes basadas en tecnología e infundidas                                       | Lecciones de arte interdisciplinarias que conectan el arte y otras materias.                                   |
| Reconocimiento global y apreciación de regalos que no son iguales a los nuestros.         | Las competencias de aprendizaje socioemocional (SEL) se integran en las artes y el día escolar                                        | Canto grupal (en inglés y español)                                                                         | Los proyectos de arte se convierten en ritos de paso                                                                          | Estudiantes y familias creando arte juntos                                                         | VAPA Coordinator                                                                                                             | Los estudiantes (TK-8) tienen ofertas de arte todos los días, tanto de inmersión artística como de integración artística. | Perfecta integración de la tecnología                                                    | VAPA trabajando con equipos de planificación de nivel de grado para apoyar la integración de las artes         |
| Estudiantes creando arte como defensa                                                     | Alegría                                                                                                                               | Los estudiantes BIPOC, de bajos ingresos, LGBTQ+ y con necesidades especiales serán celebrados por su arte | Las artes son una parte esencial del currículo escolar y la cultura.                                                          | Actuaciones invitadas y artistas profesionales que vienen a las escuelas para enseñar y compartir. | El acceso es equitativo en todo el distrito y la financiación es segura y estable debido a la presencia en el LCAP como meta | Conexión y puente de la música de la escuela primaria y secundaria.                                                       | Visualización en línea de proyectos.                                                     | La voz y las necesidades de los estudiantes están en el centro de la planificación y el currículo de las artes |
| Artista del Mes en la web de la Escuela                                                   | Buenos Hábitos/Good habits                                                                                                            | Reconocimiento de culturas/recognition of cultures                                                         | Esculturas hechas por estudiantes en el patio de recreo en Life Lab                                                           | Arte en familia/Family art time                                                                    | Coordinador de VAPA para apoyar la implementación del plan de artes                                                          | Alineación vertical y horizontal para el programa VAPA                                                                    | Enfoque multidisciplinario (se enseña una amplia gama de trayectorias profesionales)     | Múltiples medios que se utilizan para mostrar el conocimiento                                                  |
| El arte es visible EN TODAS PARTES: adentro y afuera en las paredes, la música se escucha | Niños alegres y emocionados                                                                                                           | Musica y danza/music and dance                                                                             | Expectativa de las artes como parte central del plan de estudios para cada estudiante                                         |                                                                                                    | Un plan de programa y plan de estudios y financiación                                                                        | Artes integradas en lo académico y excursiones                                                                            | Arts Media and Entertainment (AME) está disponible para los                              | STEAM Lab con una práctica general de aprendizaje                                                              |

|                                                                                           |                                                                                                             |                                                                                                                                |                                                                                                                                         |  |                                                                  |                                                                                                    |                                                                                                                                       |                                                    |
|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|--|------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| flotando en los pasillos                                                                  |                                                                                                             |                                                                                                                                |                                                                                                                                         |  |                                                                  |                                                                                                    | estudiantes en Shoreline                                                                                                              | basado en proyectos                                |
| Día especial para niños puedan mostrar su arte/special day for kids to show off their art | El arte será parte del aprendizaje y la curación socioemocional.                                            | Recursos individuales de música/arte para estudiantes para uso doméstico                                                       | Laberintos de arte inspiradores                                                                                                         |  | Las maestras no son temporales                                   | Los programas se basan en la exposición, el propósito y el significado.                            | STEAM Lab con una práctica general de aprendizaje basado en proyectos                                                                 | Arte producido en colaboración basado en proyectos |
| Escuelas creando y mostrando su trabajo – sentido de orgullo de que TODOS son artistas    | La energía y la conexión se sienten como un giro de 180° de la pandemia: las personas se alimentan entre sí | Talleres de aprendizaje para padres y la comunidad usando sus habilidades artísticas con los niños también dirigiendo talleres | participación alegre                                                                                                                    |  | programa totalmente financiado                                   | Todos los estudiantes de 6 a 8 años tienen arte como clase principal.                              | Materiales utilizados por varias escuelas (móvil) con currículo escalonado para que los materiales se trasladen de una escuela a otra |                                                    |
| Espectáculos anuales de talentos y producciones teatrales.                                | Colores, sonrisas, colaboración, orgullo, empoderamiento, melocotón, seguridad, pertenencia                 |                                                                                                                                | Las artes son una parte esencial de la cultura de la escuela/distrito: entorno de aprendizaje de apoyo, conectado, vibrante y DIVERTIDO |  | Hay una persona de contacto de VAPA en cada campus               | Actuaciones invitadas y artistas profesionales que vienen a las escuelas para enseñar y compartir. | Estudiantes reunidos en un estudio creativo (espacio de construcción inspirado y funcional)                                           |                                                    |
|                                                                                           | Las estudiantes tienen confianza para probar cosas nuevas                                                   |                                                                                                                                | Derechos de las artes                                                                                                                   |  | Los presupuestos son realistas para respaldar un programa sólido | Los estudiantes dirigen actividades y lecciones.                                                   | Áreas dedicadas para que los estudiantes trabajen en proyectos.                                                                       |                                                    |
|                                                                                           | Pasión por un arte/passion for an art                                                                       |                                                                                                                                | Maestros, personal y padres apasionados, esperanzados y alegres                                                                         |  |                                                                  | Tal vez haya asistentes estudiantiles de Harbor High u otras escuelas secundarias.                 | Espacio de producción totalmente equipado                                                                                             |                                                    |
|                                                                                           |                                                                                                             |                                                                                                                                | Un sistema escolar fuertemente invertido en actuaciones                                                                                 |  |                                                                  | Alineación vertical y horizontal en todo el distrito                                               |                                                                                                                                       |                                                    |
|                                                                                           |                                                                                                             |                                                                                                                                | Múltiples vías para desarrollar y compartir talentos creativos en todos los grados                                                      |  |                                                                  | Combinación de presentaciones/espectáculos en vivo y eventos de video                              |                                                                                                                                       |                                                    |

|  |  |  |                                                        |  |  |                                                                                          |  |  |
|--|--|--|--------------------------------------------------------|--|--|------------------------------------------------------------------------------------------|--|--|
|  |  |  | Los estudiantes trabajan juntos y se apoyan mutuamente |  |  | La danza es parte de VAPA                                                                |  |  |
|  |  |  | Acceso equitativo a las artes en todo el distrito      |  |  | Los estudiantes tienen una plétora de oportunidades con diversas disciplinas artísticas. |  |  |
|  |  |  |                                                        |  |  | Arte y música para todos los grados cada semana                                          |  |  |

El 22 y 23 de marzo de 2022, el Equipo de Planificación de las Artes y los Maestros de Artes Visuales y Escénicas reflexionaron sobre las fortalezas y los desafíos en el Distrito Escolar de Live Oak. Los asteriscos indican el número de votos, lo que significa una importancia adicional.

| Fortalezas y activos en el distrito Moviéndonos hacia adelante |                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|----------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Artes visuales y artes mediáticas                              | <ul style="list-style-type: none"> <li>• Hornos en cada campus</li> <li>• Sala de arte dedicada en Del Mar**</li> <li>• Personal dedicado y creativo.</li> <li>• Docentes talentosos de VAPA</li> <li>• Obras de arte de los estudiantes visibles en los espacios escolares</li> </ul>                                                                    | <ul style="list-style-type: none"> <li>• Mural y arte público en los campus*</li> <li>• La subvención de Spectra se está utilizando para un proyecto de mosaico en Green Acres</li> </ul>                                                                                                                                                                                                                                            |
| Música                                                         | <ul style="list-style-type: none"> <li>• Teclados en Shoreline</li> <li>• Soporte comunitario</li> <li>• Apoyo de los directores al programa atractivo*</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>• Programa de teclado pesado (instrumento diverso y poderoso)</li> <li>• Amplia gama de instrumentos en Nivel Elemental</li> </ul>                                                                                                                                                                                                                                                            |
| Danza/Teatro                                                   | <ul style="list-style-type: none"> <li>• Lauren tiene experiencia en danza.</li> <li>• Lauren también puede apoyar algunas clases de teatro*</li> <li>• La subvención Spectra se usa para danza y música en Del Mar</li> </ul>                                                                                                                            | <ul style="list-style-type: none"> <li>• Espectáculo de baile de suspenso en Halloween</li> <li>• Cortina de escenario mejorada y acústica en Del Mar</li> </ul>                                                                                                                                                                                                                                                                     |
| Distrito/Administrador                                         | <ul style="list-style-type: none"> <li>• Directores y administradores invertidos en las artes</li> <li>• Buena programación para profesores itinerantes</li> <li>• Marilyn Rockey es una gran defensora de las artes con horarios y más</li> <li>• Los directores son partidarios de las artes.</li> <li>• Dra. Daisy Morales, Superintendente</li> </ul> | <ul style="list-style-type: none"> <li>• Cypress High School en un campus de Del Mar tiene una vía de CTE (Educación técnica y profesional)</li> <li>• Las comunidades de maestros apoyan a los maestros de VAPA*</li> <li>• Subvenciones de contrapartida de Spectra*</li> <li>• Acceso al desarrollo profesional y la enseñanza de artistas para maestros a través de la Oficina de Educación del Condado de Santa Cruz</li> </ul> |

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| Comunidad | <ul style="list-style-type: none"> <li>● Recaudación de fondos de la Feria de las Artes anterior donde se podían vender artículos</li> <li>● Fundación Educativa Live Oak</li> <li>● Spectra y el Consejo de las Artes son de apoyo</li> <li>● Comunidad vibrante de artistas, padres y miembros de la comunidad.</li> <li>● Las noches de arte familiar han sido una gran oportunidad para la participación de los padres y la familia.</li> <li>● Veronique Marks y Arts Now LOSD</li> </ul> | <ul style="list-style-type: none"> <li>● Cada primaria tiene buen rendimiento y espacio comunitario.</li> <li>● Los espectáculos de talentos han sido populares*</li> <li>● 17th Avenue Studios tiene artistas en activo que podrían ser buenos para excursiones*</li> <li>● Boys and Girls Club es un fuerte defensor de las artes</li> </ul> |
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| Desafíos que bloquean nuestro progreso |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| Artes visuales y artes mediáticas      | <ul style="list-style-type: none"> <li>● Presupuesto para materiales de arte insuficiente*</li> <li>● Parámetros poco claros en torno a los presupuestos artísticos: qué es el suministro general y qué se debe pedir</li> <li>● Sistema poco claro para realizar pedidos a proveedores externos</li> </ul>                                                                                                                                                                                                                                                                                                                                                                  | <ul style="list-style-type: none"> <li>● Los suministros compartidos acaban desapareciendo</li> <li>● Necesita más suministros reutilizables (2 o 3 conjuntos de clases para facilitar la gestión del flujo)</li> <li>● Tiempo limitado para planificar en colaboración*</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| Música                                 | <ul style="list-style-type: none"> <li>● El requisito de la escuela intermedia de que los estudiantes tomen una clase de computación, lo que provoca una disminución de la participación musical*</li> <li>● No hay suficientes instrumentos para llevar a casa</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                   | <ul style="list-style-type: none"> <li>● Programación en Shoreline</li> <li>● La banda Shoreline está en un programa semestral, no un año completo, lo que causa problemas con los estudiantes de primer año que necesitan tomar un curso de computación. Esto afecta la inscripción y la banda avanzada.***</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Danza/Teatro                           | <ul style="list-style-type: none"> <li>● Green Acres no tiene un gimnasio para actuaciones bajo techo</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| Distrito/Administrador                 | <ul style="list-style-type: none"> <li>● Profesores VAPA en situación temporal*</li> <li>● Cada escuela necesita un espacio de exhibición para obras de arte*</li> <li>● La mayoría de las escuelas primarias no tienen aulas dedicadas a las artes (sólo Del Mar)</li> <li>● Matrícula en declive</li> <li>● Algunos estudiantes del idioma inglés no pueden tomar una materia optativa</li> <li>● Los estudiantes de ELD tienen materias optativas de arte limitadas debido a la programación**</li> <li>● La enseñanza de ELPAC afecta las elecciones de los estudiantes en las artes*</li> <li>● Los maestros de aula no están capacitados para dar la prueba</li> </ul> | <ul style="list-style-type: none"> <li>● El horario de enseñanza itinerante no ofrece mucho tiempo entre clases*</li> <li>● El desarrollo profesional en las artes ha sido limitado.</li> <li>● Las artes curaban durante la pandemia durante el aprendizaje a distancia</li> <li>● Enseñar en tres sitios escolares es difícil para los maestros de VAPA de primaria</li> <li>● Ha habido una pérdida de maestros que se mudan a otros distritos.</li> <li>● Espacios designados necesarios para maestros VAPA*</li> <li>● Acceso inconsistente a las artes en las escuelas primarias**</li> <li>● Dos escuelas primarias no tienen espacios dedicados a las artes*</li> <li>● Las artes se enseñan en un trimestre en la primaria, no en un año completo**</li> <li>● Las artes se financian con el impuesto a las parcelas y no con el LCAP, y</li> </ul> |

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|           | <p>ELPAC, que tiene un impacto tan grande en la clasificación de los estudiantes y el acceso a las materias optativas de arte.</p> <ul style="list-style-type: none"> <li>● El financiamiento para materiales y suministros no es adecuado ni consistente</li> </ul>                               | <p>este impuesto a las parcelas actual se completa en 2028/29*</p>                                                                            |
| Comunidad | <ul style="list-style-type: none"> <li>● Necesita una noche de arte familiar o un evento de arte comunitario</li> <li>● El acceso de los padres/familiares al campus para ayudar con las actividades artísticas se vio limitado debido a la pandemia</li> <li>● programas y necesidades</li> </ul> | <ul style="list-style-type: none"> <li>● Fondos y recursos no coordinados de la Fundación Educativa Live Oak que no necesariamente</li> </ul> |