



Strategic Arts Plan

VISUAL & PERFORMING ARTS

2023-2024

With the passage of Prop. 28, Jurupa Unified School District will receive ongoing supplemental funding to support instruction for all students in the Visual and Performing Arts (VAPA). This exciting opportunity will provide increased access to the arts for all JUSD students. The five disciplines of the arts found in the CA Arts Framework are: Dance, Music, Visual Arts, Theatre, and Media Arts.

The VAPA Committee, composed of a mix of 20 elementary teachers and secondary VAPA teachers, collaborated and completed this VAPA Strategic Plan to increase access to the Arts for all JUSD students from TK-12th grade.

Superintendent's Message

Dear Jurupa Unified Community,

We are thrilled to share the Jurupa Unified School District Visual and Performing Arts (VAPA) Strategic Plan. This plan outlines our vision for enhanced arts education over the next three years and reflects our larger purpose of offering a rich and well-rounded educational experience for every student.

We have always had a robust arts program in JUSD and are now able to deepen our VAPA curriculum thanks to additional state funding. In November 2022, voters approved Proposition 28 - The Arts and Music in Schools Funding Guarantee and Accountability Act. The measure provides for ongoing statewide funding for arts education JUSD expects to receive approximately \$3 million in Prop. 28 funding each year.

This is an incredible opportunity for our district to provide new ways to bring our Vision for the Future to fruition. We know that the arts are beneficial for students' academic and social-emotional well-being. Art also promotes equity as it can be accessed and enjoyed by students of all ages and abilities.

The arts unite us, connect us, and help us to express our humanity in a deep and meaningful way. I am so grateful to the dedicated teachers who put this plan together and who work each and every day to bring beauty and meaning to our students' educational journey.

This truly is the embodiment of The Jurupa Experience and I'm so excited to see how our students create and thrive with all of our support.

Sincerely,

Trenton Hansen, PhD
Superintendent



Vision

Inspire growth & unity through the arts.

Mission

JUSD Visual and Performing Arts programs will offer opportunities for all students to access and achieve artistry through connection, growth, and engagement to develop skill, wisdom, and humanity.

Focus Areas:

- 1: Access, Equity, and Leadership
- 2: Content, Curriculum, and Instruction
- 3: Partnerships, Communication, and Advocacy
- 4: Facilities, Tech, Resources, and Systems of Support
- 5: Professional Development



Focus Area Goals

The Jurupa Unified School District Visual and Performing Arts Department is committed to strong values that guide our daily behavior toward student success. All administration, faculty, and staff members in the Department adhere to the following five core values:



Develop and implement a comprehensive, culturally inclusive, and equitable curriculum that cultivates creative lifelong learners



Provide equitable VAPA programs that are valued by all stakeholders (students, teachers, administration, community).



Develop a community wide network that maximizes opportunities for partnerships, engagement, and showcases.



Provide ongoing financial support to provide VAPA instruction with necessary materials in designated learning spaces that are safe and accessible for all students.



Provide professional development for teachers and administrators to deliver quality arts instruction.



Focus Area #1

Access, Equity, and Leadership

Goal: JUSD will provide equitable VAPA programs that are valued by all stakeholders, including but not limited to students, teachers, administration, and the community.

- JUSD will provide all Jurupa students with a meaningful, sequential, and standards-based arts education with access to culturally responsive, relevant. JUSD will provide authentic coursework, pathways, instruction, facilities, equipment, and materials in all five arts disciplines: dance, media arts, music, theatre, and visual arts.
- JUSD empowers all students TK-12 to see, know, and understand themselves through the arts within a thriving arts community, while developing agency and building creative capacity. Students will have opportunities to learn and discover arts pathways that extend to college and careers.

Equity & Access:

1. Increase access to sequential, standards-based arts education in all five arts disciplines during the school day for all elementary students (grades TK-6), in compliance with CA Education Code 51210 through the hiring of additional VAPA teachers.
2. Increase access to sequential, standards-based course offerings in all five arts disciplines for all secondary students (grades 7-12), in compliance with CA Education Code 51220 through increased collaboration for similar subject areas.
3. Increase access to integration opportunities in all five arts disciplines for all students TK-12 through the provision of professional development opportunities.
4. Increase the presence and inclusion of artistically and culturally diverse voices that represent our students and their communities.

Leadership:

1. Establish a VAPA Coordinator and TOSA positions to support VAPA Coordinator.
2. Incorporate support for VAPA into the the Single Plan for Student Achievement (SPSA). Data will be utilized to evaluate successes and establish next steps necessary to reach district goals.
3. The VAPA Committee will continue to give ongoing guidance for JUSD's Strategic Plan to provide clarity and support for Site and District Leadership.



Focus Area #2

Content, Curriculum, and Instruction

Goal: JUSD will develop and implement a comprehensive, culturally inclusive, and equitable curriculum that cultivates creative lifelong learners.

Content:

1. Establish specific standards-based courses based on National VAPA Standards within each of the five arts disciplines to be offered at each site. The district will establish curriculum committees in Dance, Music, Theatre, Visual Arts, and Media Arts to develop a TK-12 scope and sequence.
2. Provide equitable, grade-level, standards-based resources and materials for all courses offered.
3. Establish partnerships with community groups, colleges, universities, and museums for outreach & field trips.

Curriculum:

1. Create a template for all VAPA curriculum course descriptions which includes vertical alignment to reduce repetition of curriculum & skills.
2. Designate benchmark standards for each VAPA course aligned with National Core Arts, Standards. Create performance assessments with rubrics for benchmark standards.

Instruction:

1. **Transitional Kindergarten through 3rd Grades:** Inclusion and appreciation of general music, visual arts, movement, drama, and media arts in the Core Curriculum, including staff development, inclusion in grade level appropriate VAPA assemblies and field trips that are aligned to curriculum and grade level specific. Establish partnerships with community groups, colleges, universities, and museums.
2. **4th through 6th Grades:** Beginning Band, Beginning Orchestra, general music, choral, drama, dance, and visual arts as part of the Core Curriculum, inclusion in grade level wide appropriate VAPA assemblies and field trips that are aligned to curriculum and grade level specific. Establish partnerships with community groups, colleges, universities, and museums.
3. **7th through 8th Grades:** Band, Chorus, Orchestra, Visual Arts, Media Arts and Drama as electives and dance/Color Guard as a PE unit, inclusion in grade level wide appropriate field trips and VAPA assemblies. Establish partnerships with community groups, colleges, universities, and museums.
4. **9th through 12th Grades:** VAPA classes will be offered as Fine Arts/Electives and each discipline will have options that meet A-G requirements for UC and CSU, inclusion in grade level wide appropriate VAPA field trips and assemblies. Establish partnerships with community groups colleges, universities, and museums.



Focus Area #3

Communication, Advocacy, and Partnerships

Goal: JUSD will develop a community wide network that maximizes opportunities for partnerships, engagement, and showcases.

Communication:

1. Engagement and Advocacy through VAPA Coordinator:
 - a. Social Media Management
 - b. High quality video capturing for sites to produce and update promotional videos
2. Promotion through the district:
 - a. Partner with Information Technology to provide VAPA tab on district website that details pathways, courses offered, "incentives" for pathway completion.
3. Partner with Strategic Communications to expand efforts to promote VAPA programs and incentives.
4. Partner with Information Technology to provide VAPA tab on district website.
5. Develop systems for parent involvement.
 - a. Explore events such as PICO Art Night.
6. Offer cross-aged experiences
 - a. VAPA student visits to elementary schools.
7. "Visible Classroom" mindset when planning events in the community.
 - a. Establish and promote district-wide and inter-school showcases and performances for all disciplines.
 - b. Engage in community-wide events through performances, installations, galleries, etc.
 - c. Showcase student work on site for promotion and recruitment.
 - d. Participate in the Congressional Art Competition.
 - e. Display of student artwork within the school, district, city hall, and beyond.
 - f. Showcase student learning at the elementary level with performances and "informances".
 - g. Informances showcase the learning process (rather than the final result) and are designed to educate an audience.
8. Multi-pronged approach to community engagement (print, main, email, social media)
9. Celebration of Arts Day

Advocacy:

1. Make connections to college and career
2. Communication with counselors and administration for scheduling and VAPA pathway completion from K-12.

Partnerships:

1. Coordinate with the City of Jurupa Valley to use local events to promote programs.
2. Maintain partnerships with city and government connections.
3. Connect with local businesses to provide sponsorship and scholarship opportunities for programs and students, as well as performance/showcase venues.
4. Create relationships with outside organizations to support, enrich, and provide additional learning opportunities within the arts for students and teachers.



Focus Area #4

Facilities, Technology, Resources, and Systems of Support

Goal: JUSD will provide ongoing financial support to provide VAPA instruction with necessary materials in designated learning spaces that are safe and accessible for all students.

Facilities:

1. Provide all elementary schools with a dedicated VAPA instruction room with storage space and adequate room for teaching.
2. Ensure that subject specific VAPA facilities continue to be used as intended.
3. Update and maintain facilities appropriate for each arts discipline (e.g. door access, locked shelving/storage, climate control). Check annually at minimum or at teacher's discretion.
4. Provide support for Technical Director/Theater Manager to maintain performance facilities and equipment.

Technology:

1. Provide high quality video and photo equipment and software for sites to produce and update site promotional material.
2. Provide ongoing equipment maintenance and upgrades in all five disciplines.
3. Provide proper computers per arts discipline based on programs and software needed for instruction, planning, and curriculum creation.
4. Expand music offerings to include music technology, music editing, and audio/visual engineering.
5. Provide training for staff to learn skills necessary to use audio and visual equipment in theaters and concert halls.
6. Provide necessary audio equipment for performing arts shows and performances.

Resources:

1. Provide a budget and support for tours (performances, art shows, student experiences), equipment, and instructional materials.
2. Minimize student, parent, and booster expenditures for funding of resources.
3. Ensure that each discipline has necessary funding to supply equipment and materials to function and flourish.
4. Ensure that teachers have the budget to purchase materials mid-year in a timely manner.
5. Provide a central location for storage of additional materials, equipment, and resources.
6. Once courses are developed, it is necessary to establish a budget that provides equipment, resources, and additional instructional materials appropriate to each of the arts disciplines for implementing instruction. The budget should account for stipends which detail the expectations to qualify for the stipend.



Systems of Support

VAPA Coordinator:

1. Provide training for principals to support schedule and processes.
2. Standardize VAPA representatives in interviews to support sustaining program standards.
3. Provide direction and support for vertical and horizontal collaboration between the five VAPA programs.
4. Provide direction and guidance to VAPA committee in revisions of the strategic plan based on data analysis and equity.
5. Provide direction to support vertical planning to maintain messaging between like disciplines (feeder programs).
6. Find, develop, and offer opportunities for VAPA specific and relevant professional development for teachers.
7. Provide training and professional development opportunities for principals to support the arts disciplines.
8. Create a written VAPA guide for site administrators to reference.
9. Create a time and space during school board meetings to increase awareness of provide updates on VAPA happenings.

District:

1. Create a system that will help JUSD recruit quality VAPA educators who will also collaborate within and across the district. Hire qualified, credentialed arts teachers utilizing partnerships with credentialing programs.
2. Hire VAPA assistants to support elementary instruction in the different arts disciplines.
3. Assess VAPA staffing needs per discipline and site. Allow for extra curricular period, implementing coaching positions or compensating for combination course levels in the same period.
4. Ensure new VAPA teachers are supported by reflective coaches in the same or relevant arts discipline.
5. Provide opportunities for site administrators attend professional development designed for VAPA support.
6. Conduct a yearly needs assessment and inventory to evaluate facilities requirements, materials, supplies, and identify possible monetary supports.
7. Make resources consistent across school sites.
8. Streamline equipment purchasing and maintenance process to maintain student interest.
9. Streamline and clarify the district processes for transportation, moving equipment, field trips, facilities, and master calendar.

Site:

1. Ensure equity in scheduling at school sites to encourage maximum participation in VAPA courses and opportunities.
2. Reference the written guide for site administration to support secondary school VAPA programs.
3. Provide support and encourage flexibility for general education teachers when planning around VAPA class instruction during the school day for elementary.
4. Ensure a clean, safe, and accessible facility is available for VAPA instruction.
5. Work with VAPA teachers to plan and coordinate concerts, showcases, and performances.
6. Provide a space to showcase visual arts on campus.
7. Promote and share the arts on campus through site-based social media.
8. Budget for support of walk-on coaches and assistants.



Focus Area #5

Professional Development

Goal: JUSD will provide professional development for teachers and administrators to deliver quality arts instruction.

Supporting Arts Classrooms:

1. Provide multiple opportunities for elementary teachers to build their skills and knowledge in the VAPA disciplines.
2. Provide optional district jORS PD that is discipline and grade span specific (in-house/consultant)
3. Provide release days for collaboration and planning
4. Provide opportunities to attend ROCE: Arts Content Specific Professional Development Workshops, hosted by college level educators and experts in the field.
5. Provide a variety of opportunities for VAPA teachers to build skills, network, and collaborate
6. Provide VAPA teachers the opportunity to participate in professional learning communities, such as California Educators Together.

Supporting Visual Arts Teachers:

1. NAEA - National Art Education Association - conferences for teachers
2. The Art of Ed - resources that can be used all year long - teacher or district subscription
3. LACMA - Teacher professional development hosted by the museum, night of educators
4. Adobe Max - digital arts conference
5. Arts Media and Entertainment conference

Supporting Performing Arts Teachers:

1. Choral Music - ACDA (American Choral Directors Associations), SCVA (Southern California Vocal Association)
2. Instrumental Music - SCSBOA (Southern California School Band and Orchestra Association Conference), CASMEC, MidWest Conference, CMEA (California Music Educators Association)
3. DTASC- Drama Teachers Association of Southern California
4. CETA - California Educational Theatre Association
5. EdTA Educational theatre association
6. International Thespian Society



Implementation Timeline

2023-2024

Begin the implementation of JUSD's Strategic VAPA plan through piloting and the hiring of necessary staff.

Identify and provide initial VAPA areas of professional development and collaboration for staff supporting in grades TK-12.

Revisit and revise Strategic Plan, looking for areas to expand, grow, or change.

2024-2025

Scale up the implementation of JUSD's Strategic VAPA plan by increase staffing and class offerings.

Provide and increase offerings for professional development and collaboration time for staff supporting in grades TK-12.

Revisit and revise Strategic Plan looking for areas to expand, grow, or change.

2025-2026

Fully implement JUSD's Strategic VAPA plan with fully staffed programs.

Provide ongoing professional development and collaboration time for staff supporting in grades TK-12.

Showcase all components of VAPA both on site and district-wide.

Revisit and revise Strategic Plan and continue to expand, grow, or change.



The Importance of the Arts

Academic Success:

Students become lifelong learners through artistic literacy. They develop academic skills through the arts, including improved achievement in reading and mathematics.

Social Emotional Learning:

Students develop their well-being by engaging in intellectually stimulating and motivating arts education. They develop confidence and connectivity within themselves and with others, creating a greater sense of autonomy.

Brain Development:

Students develop stronger neural pathways for spatial reasoning, auditory processing, and fine motor skills. They experience enhanced language development, improved memory and concentration through arts education.

Culture & Climate:

Student achievement, behavior, and attendance is improved through greater engagement and school connectivity. Students learn to work with and appreciate the values and opinions of others.

Community:

Students develop a deeper understanding and appreciation for the local history, culture, and community through a variety of engagement opportunities and experiences in the arts.

Resources:

[Education and Social-Emotional Learning](#)

[Making a Case for the Arts](#)

[The Arts and Human Development](#)

[Music Ed & SEL](#)

[Why learn music?](#)

[Arts Education and Social-Emotional Learning Outcomes](#)

[Lessons and Activities](#)

[Music Education and Brain Development](#)

["Why The Arts?" Posters with Research.](#)

