First Year Implementation Plan for Arts Education, Ventura Unified School District
September 2014

Focus Area: Content Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development

<table>
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<tr>
<th>1st Year Goals</th>
<th>Quarter 1 Implementation Tasks</th>
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| Examine secondary music and visual arts curriculum for best practices in content and delivery | • Develop and send questionnaire to Middle and High School teachers to complete assessing what is the status of program and current needs | • Gather and analyze responses | • Address inequities in arts and music programs including class size, Special ED Support, and scheduling conflicts (FTHS vs. BHS/VHS), and transportation | • Prepare report to share with all stakeholders | • Kathy Asher and Music and Visual Arts Department  
• Counselors |
| Research existing model programs for secondary music and visual arts (include stakeholders on team) | • Identify exemplary programs outside the district  
• Look for districts similar in size and demographics  
• Look for culturally relevant curriculum, inclusion | • Consolidate research results | • Identify teachers to visit other programs identified | • Share findings with all arts and music teachers | • District-wide Professional Development Days  
• Measure Q |
## Focus Area: Content (continued)
Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development

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| Develop a Professional Learning Community for Secondary Music and Visual Art Teachers | • Examine curriculum content and delivery through sharing of program elements | • Hold district-wide professional learning community for all secondary art/music teachers | • Ongoing sharing of ideas and programs | • Ongoing sharing of ideas and programs | • Professional learning day  
• Measure Q |
| Align arts curriculum with what post-secondary and professional work force expect | • Research post-secondary expectations | • Compile information  
• Report on findings (include high school counselors) | | | • VUSD Arts/Music Teachers  
• Career Counselors |
**First Year Implementation Plan for Arts Education, Ventura Unified School District**

**September 2014**

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<td>Establish an internal district-wide read-only calendar.</td>
<td>• Review existing calendaring tools, access, and viewing procedures</td>
<td>• Create the ability for viewers to see possible conflicts with events occurring district-wide</td>
<td>• Make changes to ensure that those planning an event have accurate real-time info</td>
<td>• Communicate new calendaring procedures</td>
<td>• Julie Judd</td>
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<td>Inventory and monitor existing resources for secondary music and visual arts program</td>
<td>• Create district-wide inventory for musical (instruments, sheet music) and art (equipment and consumables)</td>
<td>• Set target goals for surveys</td>
<td>• Distribute surveys • Establish accountability system for musical equipment</td>
<td>• Share status quo report</td>
<td>• Daniel Algazy</td>
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<td>Create a sustainability budget for district-wide music and art program</td>
<td>• Gather information about current funding • Look for consistent expenditures throughout district</td>
<td>• Disseminate findings for secondary content • Review elementary budget for consistency</td>
<td>• Draft line-item district budget template</td>
<td>• Create secondary music and art budget for 2015-2016</td>
<td>• Kathy Asher</td>
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First Year Implementation Plan for Arts Education, Ventura Unified School District  
September 2014

Focus Area: Sustainability  
Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy

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| Develop a centralized arts website and/or “State of the Arts” newsletter on a regular basis | • Identify scope and purpose of newsletter  
• Establish Arts teaching co-op team to create newsletter | • Create newsletter template to gather and post arts info (California Arts Association, VEP, Ventura County Of Education, Chamber of Commerce) |                                                                                                  | • Website on-line | • Natalie Spevak |
| Include arts questions on Local Control Accountability Plan survey            | • Review as a part of LCAP review with advisory committees |                                                                                                  | • Continuously review | • Continuously review | • Kathy Asher |
| Gather/analyze student data – identify which groups are included or excluded from taking arts courses | • Compile data and begin analysis of barriers to students taking the arts | • Continue with data gathering currently underway | • Report out findings |                                                                                                  | • Kathy Asher |
Focus Area: Sustainability (continued)  
Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy

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| Survey MS/HS students – Are you in the arts? If not, why not? If yes, why? | • Develop yearly survey  
• Decide administration method, time frame | • Administer survey | • Set up task force to review findings from student survey and from Local Control Funding Formula data | • Make recommendations for future years to improve access to arts programming | • VUSD  
• School site principals  
• Counselors |
| Build parent and community awareness of the arts through advocacy | • Develop on-going newsletter  
• Make community presentations | • Highlight programs at each site (School of Choice window) | | | • Art and Music Teachers |
# Secondary Arts Education Plan 2015-2017

Ventura Unified School District

**Focus Area: Content**  
Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development

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<th>Phase and Year</th>
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<th>Budget Implications. Possible Sources for Funding. Point Person(s)</th>
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<td>2015-2016</td>
<td>Provide consistent, dedicated accessible gallery spaces on school campuses and the community</td>
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- Define educational purpose and scope of rotating gallery showcases  
- Develop a management/logistics plan for student art showcase  
- Identify leader- liaisons at each school site  
- Identify existing dedicated spaces (within district)  
- Hold quarterly meetings with arts teachers |  
- Art teachers |
| 2015-2016      | Re-establish secondary vocal programs district-wide |  
- Look at current course descriptions  
- Determine viable courses  
- Create district-wide inventory system for Choral Music (music, equipment, costumes, props, decorations)  
- Look at master schedule for best fit  
- Extend day to 7 periods  
- Create awareness of program to students (Feb. 2015) |  
- Secondary Site Administrators |
| 2015-2016      | Provide opportunities for qualified professional artists to work with/coach students |  
- Establish educational purpose of artists’ visits  
- Establish a database of vetted professional artists  
- Use newsletter for seeking artists/musicians (percussionist, water colorist, vocalist)  
- Reaching out to professional organizations |  
- Art and Music Teachers  
- No cost |
Secondary Arts Education Plan 2015-2017
Ventura Unified School District

Focus Area: Content (continued)
Standards-Based Curriculum, Instruction & Methodology, Student Assessment, Professional Development

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| 2016-2017      | Provide consistent, dedicated accessible gallery spaces on school campuses and the community | • Identify community venues for rotating student art showcases  
• Build system for getting artwork to community venues | • Art teachers |
| 2016-2017      | Re-establish secondary vocal programs district-wide | • Determine staffing needs for vocal program  
• Establish budget (personnel and materials/equipment)  
• Review job description, revise for fit | • Secondary Site Administrators |
| 2016-2017      | Provide opportunities for qualified professional artists to work with/coach students | • Establish a budget for professional artists’ visits  
• Set-up a schedule of visiting artists  
• Highlight visits in Newsletter | • No cost |
## Secondary Arts Education Plan 2015-2017
### Ventura Unified School District

**Focus Area: Infrastructure**  
Adequate Funding, Facilities & Equipment, Partnerships & Collaborations, Program Administration & Personnel

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| 2015-2016      | Establish Annual District-wide “Arts Week” Festival                  | • Establish Festival Committee  
○ identify educational component  
○ meet and determine partners, theme, guidance, limitations  
○ Sub-committee – venue, advertising, schedule of events (a concentrated multi-day, multi-venue “Arts Week”)  
• Hold Festival in Spring 2017 | • Fundraising  
• District                                                                                                       |
| 2015-2016      | Develop a plan for replenishing and purchasing new equipment/instructional materials | • Communicate that every student and family is responsible for district property in the arts  
• Keep annual inventory of instruments and high-cost non-consumable art supplies | • Visual and Performing Arts Coordinator  
• Daniel Algazy                                                                                                   |
| 2015-2016      | Establish consistent long-term budgeting process that allows carry-over and fluidity | • Investigate how the district can budget/fund the arts as any other subject area (budget also to include repair, replacement of instruments, consumables, technology and software)  
• Establish consistent recordkeeping practices/budgets for all arts education expenditures and income  
• Develop district-wide accountability plan for arts funding and allocation | • Possibilities through Local Control Funding Formula  
• Measure Q  
• District Leadership team                                                                                       |
## Secondary Arts Education Plan 2015-2017
### Ventura Unified School District

**Focus Area:** Sustainability
**Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy**

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| 2015-2016      | Establish district-wide Visual and Performing Arts Coordination | ● Define goals/responsibilities for VAPA Coordination  
● Create survey to find out specific need  
● Investigate clerical and accompanist support for music  
● Research VAPA Coordinator positions in other districts  
● Determine VUSD VAPA priorities  
● Write job description for Coordinator  
● Get input/approval from HR  
● Explore funding sources | ● Kathy Asher/Executive Cabinet  
● Human Resources |

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| 2015-2016      | Develop connection to feeder schools: coordinated effort among elementary, MS and HS | ● Hold quarterly meetings among arts/music teachers on district or stipend (mandated) in-service time | ● Visual and Performing Arts person  
● District payment (release time) or stipend |

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| 2015-2016      | Create multimedia info clips that illustrate arts offerings at each site (for students/families) | ● Create a digital template for all schools and departments to use  
● Explore media to be used – film, CD  
● Identify potential uses and craft distribution plan  
  ○ For production  
  ○ For showing | ● Heidi House/Frank Tovar  
● Caps – Foothill  
● Measure Q |
## Secondary Arts Education Plan 2015-2017
### Ventura Unified School District

### Focus Area: Sustainability (continued)
Leadership, Communication, Advocacy, Program Evaluation, School/District/State Policy

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| 2016-2017      | Restore and expand elective course offerings in the arts | • Explore block scheduling at the high school  
• Explore 7th period at the middle school  
• Explore arts clubs as a way to expose students to the arts  
• Establish appropriate staffing needs/hire as necessary | • Principals and counselors  
• School Board/Kathy Asher/Trudy Arriaga |
| 2016-2017      | Map arts content, delivery, assessment across district – vertical articulation | • Develop 8th and 12th grade benchmarks for secondary music and visual arts | • Kathy Asher |