



Visual and Performing Arts Strategic Planning Focus Areas Poway Unified School District

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| Focus Area: | Curriculum, Instruction, and Assessment |
| Focus Statement: | PUSD will support a TK-12 standards-based curriculum and assessment in all five Arts disciplines: Dance, Media Arts, Music, Theatre, and Visual Arts. |
| Goal(s): | <p>Implement a sequential standards-based articulated curriculum.</p> <p>Provide professional learning opportunities that will develop and deepen TK-5 teacher understanding of Arts standards.</p> <p>Ensure all Arts Educators are knowledgeable in the new California Arts Standards.</p> <p>Develop and implement a TK-12 scope and sequence.</p> <p>Offer all 5 arts disciplines at all schools as part of the curriculum.</p> |

| Action Step(s) | Implementation | Expected Deadline | Timeline | | | | | Estimated Cost | | Person(s) Responsible |
|---|---|-------------------|----------|----|----|----|----|----------------|----------|---|
| | | | Y1 | Y2 | Y3 | Y4 | Y5 | One-time | On-going | |
| Curriculum | | | | | | | | | | |
| 1.1 Investigate and unpack the new California Arts Standards. | 1.1a Develop a method by which teachers can understand the standards, student expectations, and what shifts in instruction and assessments need to be made to accomplish the standards. | Sept-Dec 2019 | X | | | | | | N/A | VAPA coordinator/ committee representing all stakeholders |



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| | 1.1b Analyze to what degree the state standards are currently being implemented in order to determine what content needs to be further refined, added or deleted. | Sept-Oct 2020 | | X | | | | \$2500 | | VAPA coordinator/ teacher leaders |
| | 1.1c Based on individual teacher need and/or grade level or subject area needs, professional learning opportunities will be developed to deepen understanding of the state standards and necessary shifts in instruction and assessment methods. | Jan-March 2020 | X | | | | | | | VAPA coordinator/ teacher leaders |
| 1.2 Revise PUSD course descriptions based on new content standards. | 1.2a Audit course descriptions for all High School VAPA courses. | September - October 2020 | | X | | | | | | High school teachers during District PD |



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| | 1.2b Revise and/or create course descriptions for High School offerings to align with new State standards. | November - December 2020 | | X | | | | | | High school teachers during District PD |
| 1.3 Formulate PUSD TK-12 scope and sequence for VAPA state standards | 1.3a Create and/or revise PUSD TK-12 scope and sequence that aligns and articulates the State standards for all VAPA offerings. | Jan-Feb 2021 | | X | | | | \$5,000 | | VAPA coordinator/ teacher leaders |
| | 1.3b Develop state-standards aligned pacing guides for each course and/or grade level. | Feb-March 2021 | | X | | | | \$5,000 | | VAPA coordinator/ teacher leaders |



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| 1.4 Identify resources needed for VAPA courses. | 1.4a Evaluate current curriculum using VAPA standards and PUSD Scope and Sequence. Determine courses and/or grade levels that need new instructional materials and/or student supplies/equipment necessary to be aligned to standards. | Sept-Nov 2021 | | | X | | | TBD based on evaluation of what we have and what is needed. | VAPA coordinator/ teacher leaders |
| | 1.4b Submit recommended instructional materials and/or student supplies to the School Board using Board Procedure and Policy for adopting instructional materials. | Dec 2021 | | | X | | TBD, Instructional Materials budget | VAPA coordinator/ teacher leaders | |



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| Instruction 2.1 Identify research-based best teaching practices aligned to the new state standards in each of the 5 arts disciplines and develop needed trainings. | 2.1a Research consultant groups, (i.e. San Diego County Office of Education, The California Arts Project), and university connections to assist with professional learning opportunities and identifying best practices in instruction. | April 2021 | | X | | | | | | VAPA coordinator |
| | 2.1b Create a document that identifies the best teaching and assessment practices aligned to standards. | Oct 2021 | | | X | | | | | VAPA coordinator |
| | 2.1c Create Teaching and Learning Cooperatives (TLC) that will support teachers in learning and implementing these best instructional methods. | Jan 2022 | | | X | | | | | VAPA coordinator |



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| | 2.1d Provide district wide professional learning opportunities aligned to the identified research-based best instruction and assessment practices. | Sept-Oct 2022 | | | | X | | | \$10,000 | VAPA coordinator |
| | 2.1e Utilize local college and university professors, district arts educators, and other local artists and professionals for consideration when providing professional development opportunities. | Sept-Oct 2022 | | | | X | | | | VAPA coordinator |
| 2.2 Explore and research existing high quality VAPA programs. | 2.2a Provide opportunities for teacher leaders to research high quality VAPA programs in other districts. | Sept-Dec 2021 | | | X | | | | \$3,000 | VAPA coordinators/ teacher leaders |



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| | 2.2b Teacher leaders will gather data from their visits and provide a report to stakeholder groups. | Jan-Feb 2022 | | | X | | | | | VAPA coordinators/teacher leaders |
| Assessment | | | | | | | | | | |
| 3.1 Identify best practices for formative and summative assessments based on the new state standards in each of the 5 arts disciplines. | 3.1a Research best practices in assessment utilizing resources from the County Office of Education, The California Arts Project, professional organizations, and university experts. | Sept-Nov. 2022 | | | | X | | | | VAPA Coordinator/Teacher Leader Committee |
| | 3.1b Research and explore best practices in assessment occurring in high quality arts programs in other districts. | Sep-Nov. 2022 | | | | X | | | | VAPA coordinator |
| | 3.1c Create a method to evaluate PUSD assessment practices. | Jan-Feb 2023 | | | | X | | | | VAPA coordinator |



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| | 3.1d Collect current assessment practices and evaluate their effectiveness using the PUSD tool. | Mar-May 2023 | | | | X | | | | VAPA coordinator |
| | 3.1e Survey other teachers or staff for additional assessment ideas and vet the ones that are submitted. | Mar-May 2023 | | | | X | | | | VAPA coordinator |
| | 3.1f Identify current performance-based opportunities that occur annually in PUSD (i.e. spring festivals, art exhibits, musical theater productions, and district festivals). Analyze results and consistencies that exist across the district. | April 2023 | | | | X | | | | VAPA coordinator |



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| 3.2 Identify quality examples of formative assessment for teachers to implement in their VAPA disciplines. | 3.2a Using the information from research and school visits, create a database of usable formative assessment ideas that would be specific and beneficial for each art discipline. | Sept - Oct 2023 | | | | | X | \$3,000 | | VAPA Coordinator / Teacher Leaders |
| | 3.2b Present assessment materials to current PUSD arts educators for input, revisions and additional ideas. | Nov 2023 | | | | | X | | | VAPA Coordinator / Teacher Leaders Use District PD day |
| 3.3 Revise assessments based on effectiveness data and staff feedback. | 3.3a Committee evaluates assessment data including stakeholder feedback and student scores. | Jan-Feb 2024 | | | | | X | \$5,000 | | VAPA Coordinator / Teacher Leaders |
| | 3.3b Revise summative assessment strategies as necessary. | Jan-Feb 2024 | | | | | X | | | VAPA Coordinator / Teacher Leaders |
| | 3.3c | Jan-Feb 2024 | | | | | X | | | VAPA Coordinator / |



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| | Revise formative assessment strategies as necessary. | | | | | | | | | Teacher Leaders |
| 3.4 Create a vetted bank of PUSD VAPA formative and summative assessments. | 3.4a Based on feedback from stakeholders, formulate revised version of PUSD VAPA summative assessments. | Feb-Mar 2024 | | | | | X | | | VAPA Coordinator |
| | 3.4b Based on feedback from stakeholders, formulate revised version of PUSD VAPA formative assessment strategies. | Feb-Mar 2024 | | | | | X | | | VAPA Coordinator |
| 3.5 Provide staff training on VAPA formative and summative assessments. | 3.5a Survey teachers to explore needs for professional development on formative and summative assessment. | March 2024 | | | | | X | | | VAPA Coordinator |

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| Focus Area: Professional Learning and Leadership | |
| Focus Statement: | PUSD will provide systematic professional learning opportunities and cultivate leadership in the arts. |
| Goal(s) | <ol style="list-style-type: none"> 1. Define and design meaningful TK-12 professional learning opportunities for each of the five arts disciplines. 2. Cultivate leadership within our system to support and strengthen VAPA learning opportunities for all students. |

| Action Step(s) | Implementation | Expected Deadline | Timeline | | | | | Estimated Cost | | Person(s) Responsible |
|--|--|-------------------|----------|----|----|----|----|----------------|-------------------|---|
| | | | Y1 | Y2 | Y3 | Y4 | Y5 | One-time | On-going | |
| 1. Provide professional learning opportunities for X-Ploration teachers (K-5) to implement VAPA instruction. | 1.1 Gain understanding of VAPA standards and learn strategies for implementing standards-based curriculum. | Fall 2019 | X | | | | | \$25,000 | \$2,000 annually | LSS Executive Directors and X-Ploration Coordinator |
| | 1.2 Provide professional learning for X-Ploration teachers to create focused lessons and practice instructional strategies in VAPA specific content areas. | Ongoing | X | X | X | X | X | \$2,000 | \$4,000 annually | X-Ploration Coordinator and LSS Executive Directors |
| 2. Identify VAPA teacher leadership representative of the 5 Arts disciplines. | 2.1 Appoint or Interview Teacher | February 2019 | X | | | | | \$1,250 | \$12,000 annually | LSS Executive Director, Personnel Dept. |



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| | Leaders in each arts discipline | | | | | | | | | |
| | 2.2 Teacher Leaders will collaborate to discuss cross-curricular collaboration, current practices, and future opportunities. | April 2019/quarterly | X | X | X | X | X | Costs included above | | VAPA Coordinator |
| | 2.3 Teacher Leaders will identify needs for professional learning opportunities and professional sharing within their job-alike colleagues. | Fall 2019/annually | X | X | X | X | X | Costs included above | | VAPA Coordinator |
| | 2.4 Teacher Leaders will meet with job-alike colleagues to support, share, and supplement professional learning. | Winter 2020/annually | X | | | | | Costs included above | | VAPA Coordinator |
| 3. Collaborate across TK-12 to identify current effective programs. | 3.1 Exploration teachers, a few TK-5 general education | Fall/2020 | | X | | | | | \$4,250 annually | VAPA Coordinator |



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| | teachers, VAPA leadership team meet to share best models and work on vertical articulation. | | | | | | | | | |
| 4. Support new TK-5 general education teachers with ongoing VAPA professional development. | 4.1 Work with VAPA leaders and personnel dept. to find VAPA experts to act as subject-matter-expert teachers as trainers and mentors. | Ongoing | | X | X | X | X | | \$1,000 annually | VAPA Coordinator |
| 5. Provide opportunities for VAPA teachers to attend workshops/conferences in content-specific professional learning. | 5.1 Survey arts teachers to create needs assessment for professional learning. | Ongoing | X | X | X | X | X | | \$5,000 annually | VAPA Coordinator |
| | 5.2 Dedicate one professional growth day per year for discipline-specific professional growth opportunities. | Ongoing | X | X | X | X | | | \$2,000 | VAPA Coordinator and VAPA team. |
| | 5.3 Professional Development will include diverse | Ongoing | X | X | X | X | X | | n/a | |



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| | content and techniques. | | | | | | | | | |
| 6. Create and provide professional growth opportunities for general ed teachers to infuse arts into core curriculum (TK-5). | 6.1 Provide TK-5 with professional learning opportunities to infuse arts into the core curriculum. | Ongoing | | X | X | X | X | | \$3,500 annually | VAPA Coordinator |
| 7. Develop a committee to review VAPA instructional offerings/leadership at all sites via survey. | 7.1 Create a committee composed of a group of elementary general education, elementary arts, middle and high school VAPA teachers representing each of the five disciplines. The task of this group is to devise survey questions, implement and analyze the results of the survey. | Fall, 2018 | X | | | | | | \$2,500 annually | VAPA Coordinator |



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| 8. Biannual evaluation and communication of PUSD strategic arts plan. | 8.1 Bring together Strategic Arts Planning Committee biannually for evaluation and analysis on continued improvement. | Ongoing | X | X | X | X | X | | \$1,200 annually | APA Coordinator and LSS staff |
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Focus Area: Human and Physical Resources

Focus Statement: PUSD will employ highly qualified arts educators, and provide access to spaces, equipment, supplies, and materials that are industry-standard to ensure a quality and comprehensive arts education for all PUSD students.

Goal(s) PUSD will allocate funds and take steps to employ highly qualified arts educators with discipline specific credentials. PUSD will ensure VAPA facilities, equipment, materials, and curriculum are accessible and equitable to all students across the district.

| Action Step(s) | Implementation | Expected Deadline | Timeline | | | | | Estimated Cost | | Person(s) Responsible |
|---|--|-------------------|----------|----|----|----|----|--|------------------|---|
| | | | Y1 | Y2 | Y3 | Y4 | Y5 | One-time | On-going | |
| 1. PUSD will hire a VAPA coordinator. | 1.1 Designate or hire a VAPA coordinator. | May 2019 | x | | | | | | \$150,000 | LSS/PSS |
| 2. Determine current status and needs of VAPA teachers, resources, and facilities across the district. | 2.1 Conduct a district needs assessment of the current status of VAPA teachers, resources, and facilities district-wide. | January 2020 | X | | | | | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| 3. Build representative team of stakeholders to participate in the process of analyzing findings from needs assessment. | 3.1 Analyze information provided by the assessment. | January -May 2020 | X | | | | | Stakeholder Group Cost for the 19-20 school year: \$10,000 | | VAPA Coordinator LSS |



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| | 3.2 Determine gaps and needs. | January -May 2020 | X | | | | | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| | 3.2a Investigate/analyze current gaps in staffing to ensure highly qualified status. | January -May 2020 | X | | | | | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| | 3.2b Investigate/ analyze current gaps in facilities including underutilized spaces and areas needing modification. Also consider allocating existing District spaces to be utilized as performance and/or gallery spaces. | January -May 2020 | X | | | | | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| | 3.2c Investigate/analyze current gaps in necessary equipment. | January -May 2020 | X | | | | | | | VAPA Coordinator and/or a Team of Teacher Leaders |



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| | 3.2d Investigate/ analyze current gaps in necessary materials and supplies. | January -May 2020 | X | | | | | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| | 3.2e VAPA coordinator and team investigate/analyze current gaps in relevant and current curriculum. | January -May 2020 | X | | | | | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| | 3.3 Finalize recommendations for next best steps, and costs associated with current VAPA area gaps. | August - October 2020 Ongoing | | X | X | X | X | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| | 3.4 Report findings to stakeholders including recommendations for next best steps, and costs associated with current VAPA area gaps. | November 2020 Ongoing | | X | X | X | X | Costs will be determined by recommendations of the group | | VAPA Coordinator and/or a Team of Teacher Leaders |
| 4. Create and maintain a plan for ongoing assessment for capital equipment, consumables and staffing. | 4.1 Continue to monitor ongoing staffing, facility, equipment, material, and curriculum gaps and updates plan and budget needs annually. | Ongoing | | | X | X | X | TBD based on ongoing monitoring | | VAPA Coordinator and/or a Team of Teacher Leaders |



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| 5. Hire highly qualified teachers with discipline specific credential | 5.1 Continue to recruit and retain employees to support the Elementary X-ploration program. | Ongoing | X | X | X | X | X | | | VAPA Coordinator and/or a Team of Teacher Leaders |
| | 5.2 Create a job description for arts-specific elementary, itinerant teachers; recruit and hire teachers | May 2024 | | | | | X | | | VAPA Coordinator and/or a Team of Teacher Leaders |

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Focus Area: Culture and Community

Focus Statement: Create a culture where Visual and Performing Arts are valued and prioritized. Create a culture where all students are inspired to create, appreciate, and experience the Arts.

- Goal(s)**
1. Promote and celebrate Arts programs in PUSD with our students, community, and stakeholders.
 2. Establish and cultivate relationships with arts organizations, artists, community partners, and teaching artists which reflect our diverse student population in order to support district Arts programming.
 3. Strengthen partnerships with district families to support our Arts programming.

| Action Step(s) | Implementation | Expected Deadline | Timeline | | | | | Estimated Cost | | Person(s) Responsible |
|--|--|-------------------------|----------|----|----|----|----|----------------|----------|---|
| | | | Y1 | Y2 | Y3 | Y4 | Y5 | One-time | On-going | |
| 1. Identify current VAPA events and activities in the district | 1.1 Gather data regarding existing current VAPA events and activities. | September 2019, Ongoing | X | X | X | X | X | | | VAPA Coordinator and/or VAPA dept. chairs and site liaisons |
| | 1.2 Analyze data results to identify site traditions and practices | October 2019, Ongoing | X | X | X | X | X | | | VAPA Coordinator/ Teacher Leaders |
| 2. Increase visibility of PUSD VAPA programming | 2.1 Create a central district wide calendar for VAPA events | September 2020, Ongoing | | X | X | X | X | | | VAPA Coordinator/ Teacher Leaders |
| | 2.2 Partner with Communications department to publicize VAPA events | October 2020, Ongoing | | X | X | X | X | | | VAPA Coordinator/ Teacher Leaders |



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| | 2.3 Continue rotating system for showcasing artwork at district office and site offices | October 2021, Ongoing | | | X | X | X | | | VAPA Coordinator/Teacher Leaders |
| | 2.4 Create PUSD VAPA Vision PR material (video, social media, etc.) utilizing students highlighting existing programs and where we are going with the programming | January 2022, Ongoing | | | X | X | X | | | VAPA Coordinator/Teacher Leaders |
| 3. VAPA Celebration Events | 3.1 Continue to provide opportunities for all VAPA disciplines. | November 2019, Ongoing | X | X | X | X | X | | Grant \$\$ | VAPA Coordinator/Teacher Leaders |
| | 3.2 Host events such as “Night at the Museum” to celebrate full site collaborative experiences. | March-June 2020, Ongoing | X | X | X | X | X | | \$3,000 (rental) | VAPA Coordinator/Teacher Leaders |
| | 3.3 Establish District-wide collaborative events: for example, full district production, honors orchestras, etc | November 2019, Ongoing | X | X | X | X | X | | | VAPA Coordinator/Teacher Leaders |



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| <p>4. Identify current and potential community and industry partners for the 5 VAPA disciplines (Visual Arts, Theatre, Dance, Music, Media Arts)</p> | <p>4.1 Design and write a survey to determine what community and industry partnerships at individual school sites currently exist.</p> | <p>January 2023, Ongoing</p> | | | | X | X | | | <p>VAPA Coordinator/ Teacher Leaders</p> |
| | <p>4.2 Survey multiple stakeholder groups at all school sites:</p> <ul style="list-style-type: none"> ● PTAs ● Site Foundations ● Boosters ● Administrators ● Teachers ● Students ● LSS (Learning Support Services) ● Career and Technical Education ● Adult Education ● PUSD Foundation/Partners in Education | <p>January 2023, Ongoing</p> | | | | X | X | | | <p>VAPA Coordinator/ Teacher Leaders</p> |



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| | 4.3 Analyze results of a survey and create a comprehensive list of the existing community and industry partners. | February 2023, Ongoing | | | | X | X | | | VAPA Coordinator/ Teacher Leaders |
| 5. Establish a system to track and maintain list of existing and potential community and industry partnerships. | 5.1 VAPA Coordinator and team will publish list of community and industry partnerships, including but not limited to: funding, artist-in-residence, professional workshops, field trips, assemblies, work-based learning, etc. | March 2023, Ongoing | | | | X | X | | | VAPA Coordinator/ Teacher Leaders |
| | 5.2 Define district vs. site-based partnership opportunities. | May 2023, Ongoing | | | | X | X | | | VAPA Coordinator/ Teacher Leaders |
| | 5.3 VAPA Coordinator meets with partners to establish district partnership interest and opportunity. | May 2023, Ongoing | | | | X | X | | | VAPA Coordinator/ Teacher Leaders |



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| 6. Gather and analyze data on VAPA perception | 6.1 Design focused questions to measure community perception of the arts (add to existing or potential surveys ie. LCAP, the California Healthy Kids Survey (CHKS) and other district wide surveys) | January 2023, Ongoing | | | | X | X | | | LSS Directors VAPA Coordinator |
| | 6.2 VAPA Coordinator and team analyzes results of surveys to determine PR and/or community education needs to promote the arts. | February 2021, Ongoing | | X | X | X | X | | | LSS Directors VAPA Coordinator |
| 7. Provide education to parents, students, and counselors on the importance of the Arts | 7.1 Host forums for parents and students with college admission counselors on how VAPA strengthens college applications. | February 2023, Ongoing | | | | X | X | | | VAPA Coordinator LSS Counseling Director Counseling |



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| <p>7.2 Provide professional development for counselors in these areas:</p> <ul style="list-style-type: none"> • course and/or pathway selection • college admissions • arts school/college admission processes • industry readiness | <p>February 2023, Ongoing</p> | | | | <p style="text-align: center;">X</p> | <p style="text-align: center;">X</p> | | | <p>VAPA Coordinator LSS Counseling Director Counseling</p> |
| <p>7.3 Leverage alumni to share their VAPA experience and how it supported their continued education/work experience.</p> | <p>February 2023, Ongoing</p> | | | | <p style="text-align: center;">X</p> | <p style="text-align: center;">X</p> | | | <p>VAPA Coordinator LSS Counseling Director Counseling</p> |
| <p>7.4 Promote Arts College Fairs and other events to showcase opportunities and the benefits of arts education</p> | <p>February 2023, Ongoing</p> | | | | <p style="text-align: center;">X</p> | <p style="text-align: center;">X</p> | | | <p>VAPA Coordinator LSS Counseling Director Counseling</p> |

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Focus Area: Equity and Access

Focus Statement: All PUSD students have consistent exposure to and opportunities for engagement in a standards-based arts education across the five disciplines (Dance, Media Arts, Music, Theatre, and Visual Art) throughout their PUSD experience.

Goal(s)

- Students will explore all five VAPA disciplines on an annual basis at the elementary level.
- Students will begin focusing on VAPA disciplines that they are interested in, while still receiving experiences with the 5 Arts disciplines at the 6-8 level.
- Students will move towards more focused VAPA concentrations as they progress through 9-12 while still receiving opportunities for experiences in the 5 Arts disciplines.

| Action Step(s) | Implementation | Expected Deadline | Timeline | | | | | Estimated Cost | | Person(s) Responsible |
|--|---|-------------------|----------|----|----|----|----|----------------|----------|-----------------------------|
| | | | Y1 | Y2 | Y3 | Y4 | Y5 | One-time | On-going | |
| 1. Conduct a needs assessment of district wide resources | Needs assessment to include investigating time, scheduling, logistics, opportunities, and master scheduling. | November 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 1a. Needs Assessment for X-ploration | Review the VAPA lessons that already exist with the X-ploration program to ensure that are aligned to standards and the 5 disciplines | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |



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| 1b. Needs Assessment for Elementary | Research the VAPA offerings and enrollment that already exist within each elementary school, middle, and high school, including the funding source | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 1c. Needs Assessment for: Special Education, ELD, and other specialized student groups | Research the VAPA programs that already exist for students in special education, ELD and other specialized student groups | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 1d. Needs Assessment for: Master scheduling/time | Research how each secondary school schedules VAPA electives | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 1e. Needs Assessment for: existing community partnerships and extended opportunities | Research alternative methods the secondary schools use to provide more opportunities for VAPA outside of school day. | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 1f. Needs Assessment for: Graduating students | Collect and analyze data on number of graduating seniors who participated in 1 or more VAPA classes | December 2019 | X | | | | | | | VAPA Coordinator/ Committee IT |



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| 1g. Needs Assessment for: LCAP data | Identify and revise LCAP data that is gathered each year on VAPA | December 2019 | X | | | | | | | VAPA Coordinator/ Committee LSS |
| 1h. Needs Assessment for: Community College partnerships | Identify ways local colleges can help with offering more opportunities for students | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 1i. Create and analyze student/parent perception survey | Analyze the information and data to recommend next best steps to ensure greater equity across all schools. | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 1j. Create and analyze administrator/teacher perception survey | Analyze the information and data to determine next best steps to ensure greater equity across all schools. | December 2019 | X | | | | | | | VAPA Coordinator/ Committee |
| 2. Analyze data | | | | | | | | | | |
| 2a. Analyze needs assessment findings and determine next steps | Analyze the information and data to determine next best steps to ensure greater equity across all schools. | December 2020 | | X | | | | \$3,000 | | VAPA Coordinator/ Committee |



Visual and Performing Arts Strategic Planning Focus Areas Poway Unified School District

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|--|---|--------------|--|---|---|---|---|---------|--|--------------------------------|
| 2b. Research | Conduct research on similar sized (demographically and financially) school districts and how they offer VAPA. | June 2021 | | X | | | | \$1,000 | | VAPA Coordinator/ Committee |
| 2c. Research | Conduct research on PUSD secondary electives: causes for high or low enrollment | June 2021 | | X | | | | | | VAPA Coordinator/ Committee |
| 3. Continual Refinement of this Focus Area | Bring stakeholders together after years 1 and 2 to add additional action steps. | January 2021 | | | X | X | X | | | VAPA Coordinator/ Committee |