

MDUSD

Strategic Arts Plan

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Our Students in the Arts



MDUSD Background

- More than 50 school sites
- Nearly 29,000 students
- Diverse and culturally rich



Arts in MDUSD

MDUSD currently provides

- Elementary General Music
- 5th Grade Instrumental Music
- Variety of middle and high school visual arts, digital arts, and performing arts classes



Our Process

- Board Trustee Cherise Khaund consulted with Arts Education Consultant, Peggy Burt in May 2019
- In 2023, Dr. Clark, Superintendent, strongly supported the Strategic Planning launch with a diverse group of leaders from the district and community
- Initial coordination provided by Susan Hartwig for three full day workshops with committee members

Our Process continued

- Determined our baseline and growth opportunities
- Prioritized goals by discipline
- Created district arts priorities
- Developed Strategic Arts Plan and hired VAPA Curriculum Specialist



Our Vision

We are committed to inclusivity and ensuring that all students, regardless of background or ability, have equitable access to high-quality arts education.

Strategic Arts Plan



Strategic Direction #1: Content: Arts Teaching and Learning

- **Goal 1-1: Curriculum:** Provide inclusive, immersive, consistent and coherent standards-based arts education for all students.
- Students are provided with a sustainable, standards-aligned arts education TK-12th grade.
 - **Goal 1-2: Theatre**
 - **Goal 1-3: Dance**
 - **Goal 1-4: Visual Arts**
 - **Goal 1-5: Music**
- **Goal 1-6: Professional Development:** Provide multi-disciplinary, multi-faceted, engaging arts professional development.

Strategic Direction #2: Infrastructure: Resourcing the Arts

- **Goal 2-1: Facilities:** Assure there are dedicated arts spaces for teaching, performing and displaying district-wide.
- **Goal 2-2: Leadership:** Prioritize, support, fund and encourage the arts for all students
- **Goal 2-3: Staffing:** Create a cohesive system for intentional hiring to retain/maintain/grow staffing



Strategic Direction #3: Sustainability: Inclusive, Diverse Equity through Communications and Engagement

- **Goal: 3-1: Engagement:** Increase Community and Family Engagement to Uplift and Connect to the Arts
- **Goal 3-2: Communications:** Foster and Nurture Arts Communications that honor all voices



Implementing Goal 1-1

Goal	Strategies	Examples of Action Steps
Goal 1-1: Curriculum: Provide inclusive, immersive, consistent and coherent standards-based arts education for all students	<ul style="list-style-type: none">• Develop a comprehensive TK-12 scope and sequence for the arts• Teams develop courses of study 6-12• Teams prioritize standards in all arts disciplines• Explore curricular options aligned to California Arts Framework and Standards based on scope and sequence and courses of study developed	<ul style="list-style-type: none">• Meet by discipline to review and revise courses of study and prioritize standards• Horizontal and vertical alignment of standards by discipline• Develop scope and sequence in grade bands

Implementing Goal 1-2

Goal	Strategies	Examples of Action Steps
Goal 1-2: Theatre: Students are provided with a sustainable, standards-aligned arts education TK-12th grade.	<ul style="list-style-type: none">• Develop a program to bring theatre to elementary/middle school students• Survey high school drama/theatre teachers to assess needs and determine opportunities for growth• Explore relationships with community groups to expand drama focused opportunities for students	<ul style="list-style-type: none">• Invite community groups to collaborate, teach, and perform for students.• Explore secondary student performances for elementary/middle schools

Implementing Goal 1-3

Goal	Strategies	Examples of Action Steps
Goal 1-3: Dance: Students are provided with a sustainable, standards-aligned arts education TK-12th grade.	<ul style="list-style-type: none">• Launch a dance program at the elementary level through a variety of staffing approaches• Utilize existing staff to provide integrated dance education at the elementary level• Utilize dance for creative expression and skills development through elective choices at the middle school level• Create multi-level intensive dance training to be competitive for college and careers post secondary	<ul style="list-style-type: none">• Improve dance units within PE classes• Provide a standards-aligned movement library• Explore and integrate relevant dance styles that resonate• Create sequential pathways for dance electives 6-12th grade.

Implementing Goal 1-4

Goal	Strategies	Examples of Action Steps
<p>Goal 1-4: Visual Arts: Students are provided with a sustainable, standards-aligned arts education TK-12th grade.</p>	<ul style="list-style-type: none">• Explore methods of instruction and increase access to visual arts by utilizing community partnerships• Create stand alone (elective) middle and high school visual arts alignment• Increase and provide equitable access to all MDUSD high school students to specialized art classes• Increase and implement stand alone visual arts for grades 1-5 weekly where possible• Implement grade level standards based TK-K visual arts curriculum• Develop a program with a visual arts specialist/teacher for each elementary school site• Provide opportunities and resources for grade-level standards based arts integration with visual arts and other content areas grades 1-12 with the guidance of a visual art ToSA or Lead.	<ul style="list-style-type: none">• Increase access through mini-residencies, synchronous, asynchronous, and hybrid internships• Create community partnerships• Vertically align visual arts TK-12• Create opportunity for an Art ToSA and/or arts leads at each site

Implementing Goal 1-5

Goal	Strategies	Examples of Action Steps
<p>Goal 1-5: Music: Students are provided with a sustainable, standards-aligned arts education TK-12th grade.</p>	<ul style="list-style-type: none">• Increase access to music education at the TK-3 grade levels through considering scheduling options and more integration• Explore options beyond the pull-out model to expand access for all students, including historically underserved students, to ensure opportunities for music for all 4th-5th grade students district wide• Expand access for music in 6-8th grades to build sequential music pathways through 12th grade• Provide sequential access for music classes in 9-12th grades	<ul style="list-style-type: none">• Explore different scheduling models for instrumental/choral music at the elementary level• Consider ways to extend lesson times for TK-3rd• Work to restore music offerings at MDHS• Identify appropriate spaces and facilities for instruction, rehearsals, and performances

Implementing Goal 1-6

Goal	Strategies	Examples of Action Steps
<p>Goal 1-6: Professional Development. Provide Multi-disciplinary, multi-faceted, engaging arts professional development</p>	<ul style="list-style-type: none">• Provide teacher support and professional development for all Visual and Performing Arts teachers TK-12• Consider artist residencies: Bring community arts professionals into our classrooms to provide professional development and advance arts knowledge of teachers• Identify opportunities where arts professional learning can be incorporated into professional development days for elementary general education teachers• Create and provide professional development to support arts integration for elementary general education teachers	<ul style="list-style-type: none">• Provide professional development for culturally responsive teaching practices• Set up partnerships with community arts partners (ex. Young Audiences, Diablo Ballet, etc.)• Provide Social Emotional Learning (SEL) professional development• Offer more resources to general ed classroom teachers to integrate the arts

Implementing Goal 2-1

Goal	Strategies	Examples of Action Steps
<p>Goal 2-1: Facilities: Assure there are dedicated arts spaces for teaching, performing and displaying district-wide.</p>	<ul style="list-style-type: none">• Identify appropriate dedicated arts classroom spaces at each individual elementary school site• Investigate equipment needs and appropriate disposal of unusable instruments and instructional materials• Explore the use of portables to develop more dedicated arts classrooms• Make the arts more visible on campuses across the district• Identify spaces in the community that could showcase student work in performance and exhibition	<ul style="list-style-type: none">• Make an arts and music teaching space a priority at every site• Develop plan for piano disposal for unusable pianos throughout the district• Look into portable options to lease, build, or borrow• Create appropriate spaces for exhibition for visual arts• Explore shareable performance space through feeder area school sites

Implementing Goal 2-2

Goal	Strategies	Examples of Action Steps
<p>Goal 2-2: Leadership: Prioritize, support, fund and encourage the arts for all students</p>	<ul style="list-style-type: none">• Commit to ongoing support of arts priorities with district funds• Develop a plan for the state funding: Arts and Music in Schools (Prop.28)• Arts Leadership Committee to meet quarterly to review Strategic Plan actions.• Continue to work strategically with parent and booster groups to supplement arts programs for all students• Continue to fund and support TK-5 General Music and 5th Grade Instrumental Music programs.• Explore creating and/or revising job descriptions for arts positions• Fostering arts integration at the elementary level may lead to additional electives in arts offered in the arts at the middle school level over the coming years• Dedicate funds for curriculum adoptions/development	<ul style="list-style-type: none">• Work with school site principals to develop a plan for the district Prop. 28 funding• Continue to support district funded arts programs at the current level• Create regular space for student voice• Work with labor unions to negotiate as needed• Continue to survey students and parents for interest in arts electives• Strategize for hiring new arts teachers, classified staff and teaching artists

Implementing Goal 2-3

Goal	Strategies	Examples of Action Steps
Goal 2-3: Staffing: Create a cohesive system for intentional hiring to retain/maintain/grow staffing	<ul style="list-style-type: none">• Develop a recruitment process to make open positions more visible and an on boarding process that supports new hires• Write/revise job description for elementary music teachers• Increase and maintain consistent staffing	<ul style="list-style-type: none">• Recruit arts teachers• Representation at regional and state arts conferences to recruit potential hires• Review current job descriptions• Connect with local colleges/universities

Implementing Goal 3-1

Goal	Strategies	Examples of Action Steps
Goal: 3-1: Engagement: Increase Community and Family Engagement to Uplift and Connect to the Arts	<ul style="list-style-type: none">• Create a diverse roster of arts partners designed to collaborate with teachers as equal partners• Expand resources for students and guidance counselors to understand college and career options in the arts• Promote and develop cross-cultural family engagement in and through the arts	<ul style="list-style-type: none">• Develop arts opportunities for family engagement• Provide multicultural arts opportunities• Explore connections with local artists/community members to share experiences

Implementing Goal 3-2

Goal	Strategies	Examples of Action Steps
Goal 3-2: Communications: Foster and Nurture Arts Communications that honor all voices	<ul style="list-style-type: none">• Create more internal communication throughout the district to increase engagement• Increase communications to and from the community to increase engagement• Adopt Board Resolution for more equity in arts learning	<ul style="list-style-type: none">• Strengthen communication to community for engagement in arts experiences• Provide culturally responsive communications

Our How

- Arts, Music, and Instructional Materials Block Grant
- Prop. 28 funds (February 2024)
Estimated: \$4,397,853 annually
to *supplement* program
- Continued Base funding for
general music, 5th grade
instrumental music, and our
middle/high school arts
electives



Three Year Timeline

2023-2024

- Adoption of the MDUSD Strategic Arts Plan
- Gather teams in all disciplines, lead by a VAPA captain, to establish site level needs and establish Prop 28 priorities
- Strategize with site administrators on site plans for Prop 28 funds

Three Year Timeline 2023-2024 continued

- Improve recruiting and hiring process
- Continue pilot process for high school honors music courses
- Explore equitable models for 5th grade instrumental music
- Expand access to elementary visual arts
- Aim to create dedicated arts spaces at each site
- Provide support and professional development to all VAPA educators

Three Year Timeline 2024-2025

- Pilot new 5th grade instrumental model
- Complete choral music honors pilots
- Reinstate MDHS music course offerings
- Explore community arts partnerships
- Create visual arts program for classroom teachers
- Continue to expand programs and sequential pathways

Three Year Timeline 2025-2026 and beyond

- Prioritize standards and build courses of study in all arts disciplines
- Grow grade 6-12 music sequential pathways
- Work with counselors to expand college and career opportunities
- Increased high school access to specialized art classes
- Increase cross cultural family engagement through the arts
 - Explore possible curriculum adoptions
- Continue to build sustainable arts programs

Distributes Funding Based on a Formula

Proposition 28 distributes funding based on enrollment according to this formula:

- 70 percent to schools based on their share of statewide enrollment
- 30 percent to schools based on their share of economically disadvantaged students

Mt. Diablo Prop 28 Allocation: \$4,397,853

- 80% (**\$3,518,282**) employees- certificated or classified
- 19% (**\$835,592**) supplies and equipment as well as arts education partnerships;
- 1% (**\$43,978**) for administration

Based on 28,836 student enrollment

Arts Resolution

Developed by CREATE CA, and adopted throughout the state, this resolution speaks to the commitment to equity and access to the arts for all students.

CALL to ACTION:

We would like to have the Board thoughtfully consider adopting this resolution, and upon adoption, we will be named an Arts Equity District and can proudly display the badge on our website.



Thank you!

*Artwork and
photos courtesy of
Pleasant Hill MS,
Valley View MS, Mt.
Diablo HS, and
College Park HS
students*

