

Priority Area: Curriculum
Goal: Standards based arts curriculum, and a TK-12 pathway is established in all clusters, which supports: Cultural Diversity, Technical Skills, Artistic Literacy, and provides arts integration opportunities.

Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Year 1	Create and administer a needs assessment for the curriculum in each arts discipline K-12 in order to identify gaps in sequence, cultural diversity, technical skills, and/or artistic literacy. Add/delete courses as needed	Data will be collected and analyzed to reflect current status of curriculum and create a sequential, comprehensive Course of Study to include post secondary pathways for career and college	VAPA Program Manager. VAPA Resource Teachers, Teaching Specialists	None
Year 1 and ongoing	Design an equitable delivery model for elementary VAPA instruction to include: TK-3 general music,dance, theater and visual arts. 4-5 full grade performing arts offerings including orchestra, band, choir, dance, theatrand visual arts.	A plan will be developed and implemented which will determine the cost of, 1) instructors, 2) instruments, and 3) supplies to equitably provide standards-based and sequential arts education to students in all 120 elementary schools. All elementary teachers will receive planning time.	VAPA Office, VAPA Advisory Council and other potential committees, district and site level principals	Existing staff resource allocations, potential consultant fees, increased FTE's, supplies and equipment
Year 1	Create a course registration guide so students can understand how to schedule their required courses, including their VAPA courses, every year during their middle and high school years; identify scheduling challenges and opportunities for the “F” requirement (UC/CSU a-g requirement).	The district will have clear messaging and materials for students, parents, counselors, and teachers regarding a sequential pathway for secondary students who take VAPA courses all seven years.	VAPA Director, Director of Secondary Education	None
Year 1	Establish a VAPA Representative on the Interdivisional Curriculum Committee (ICC)	VAPA will have representation in district curriculum matters.	VAPA Director	None
Year 1	Establish a strong relationship with the Magnet Department and STEAM Schools.	The arts will be an integral part of the STEAM curriculum.	VAPA and Magnet Department Directors	None

Strategic Arts Education Plan 2016

San Diego Unified School District

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Year 2	Review and write/re-write the VAPA curriculum to align with the National Core Arts Standards and artistic processes. Create a student-centered, sequential curriculum that emphasizes cultural diversity, technical skills, and artistic literacy, and is community-centered and project-based. Expert teachers will write and/or review curriculum and assessments (written and performance tasks), assigned by VAPA staff. VAPA Advisory Council and VAPA Liaisons provide input.	SDUSD students have the most current, relevant, rigorous and engaging VAPA curriculum and instruction.	VAPA Department	Release time for teachers
Year 1 and ongoing	Using Federal Title I funds, continue the Learning Through the Arts project.	Our most under-served students receive instruction via arts integration co-taught by their classroom teacher and a teaching artist.	Learning Through the Arts Principal on Assignment	
Year 2	Provide all schools with access to the VAPA Learning through the Arts unit development training.	The Learning through the Arts Program is available to all schools regardless of the Title I status.	VAPA Staff Site Leadership Staff	TBD by number of schools wanting training
Year 3	Coordinate course articulation between TK-12 and higher education.	Students are prepared for college and careers.	VAPA Director, CCTE staff	
Year 3	Research and advocate for more overall student instructional time so that there are more minutes available for VAPA courses and instruction.	More students receive arts education and more students have access to and complete arts courses.	Office of Leadership and Learning VAPA Director	TBD
Year 1	Using Educator Effectiveness funding,	More arts instruction for elementary	VAPA Program	

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and 2	provide release time to elementary teacher grade level teams by providing arts instruction for students taught by visiting teachers.	students; collaborative time for elementary teachers.	Manager	
Year 2	Provide oversight to Prep-time teachers who teach arts and music, as well as “professional experts” who are hired by foundations to provide arts instruction in our schools.	All students are taught standards-based VAPA content by highly-qualified teachers.	VAPA Dept.	

VAPA collaborates with CTE regarding advanced course work*