

Orange Unified School District
Arts Advantage Visual & Performing Arts Education Plan
Executive Summary
2014-2019

Purpose

This document describes an action plan to further the implementation of the Visual and Performing Arts programs of the Orange Unified School District. The goals herein align with the District's mission statement "offering a learning environment of excellence, with high expectations, to provide each student with the opportunity to be able to compete in the global economy." It provides a road map towards achieving an exemplary visual and performing arts program in which all students have the opportunity to develop their appreciation, skills, and literacy in the arts. Through mastery of the arts, students become effective communicators, enhancing and expanding their academic and life experiences. Students will possess the creative and collaborative skills of the 21st century learner.

Summary

The Visual and Performing Arts Education Plan is divided into six Focus Areas that address the specific needs of a comprehensive arts program. The references used to help define these focus areas were the *National Core Arts Standards, 2014*; *The Qualities of Quality: Understanding Excellence in Arts Education, Project Zero, Harvard University, 2009*; and *Ed Codes 51210, 51220 and 8950*.

The Focus Areas are:

1. Arts for All- All K-12 students have access to quality arts education programs
2. Qualified Staff- Students receive high quality instruction from well-trained staff
3. Curriculum and Professional Development- Teachers and administrators receive appropriate training to implement a comprehensive, standards-based visual and performing arts curriculum.
4. Program Management- Students have adequate and appropriate facilities, equipment and supplies to learn the arts
5. Equitable and Sustainable Funding- Funding is planned for quality K-12 arts programs now and in the future
6. Community Outreach Education- Engage families and develop community partnerships supporting arts education

Each *Focus Area* has specific action steps to be taken with resulting outcomes, budget implications, and recommended timelines for implementation. The timeline is identified to allow flexibility considering mandates, fiscal restraints, and other district goals while still providing a roadmap for long-term implementation.

Rationale

Study of the arts in its many forms- whether as a stand alone subject or integrated into the school curriculum- is an essential part of achieving success in school, life, and work.¹ The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively.² Purposeful student engagement required for visual and performing arts teaches the Partnership for 21st Century "4 C's" skills of creativity, collaboration, critical thinking, and communication. David Coleman, author of the Common Core State Standards and President and Chief Executive Officer of the College Board, states,

Meaningful appreciation and study of works of art begins with close observation. The Core Standards in Literacy similarly describe reading as the product of sustained observation and attention to detail.

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Particularly when encountering complex art, or reading the level of complex text students will need to be ready for college and careers, students will need to learn to re-examine and observe closely... The Core Standards in Literacy likewise require students to analyze “language that is particularly fresh, engaging, or beautiful.”³

Research further indicates positive outcomes for comprehensive, inclusive arts education, K-12. Current data indicates:

- Involvement in the arts promotes academic success.⁴
- Learning in the arts helps students develop a sense that they can be agents of their own learning and that they can make a positive change in their own lives and in their surroundings.⁵
- Improved student behavior and attendance rates are attributed to the schools’ arts programs.⁵
- The arts reach students who are not otherwise being reached.⁶
- The arts promote complexity in the learning experience.⁶

The Visual and Performing Arts Education Plan

The Orange Unified School District Visual and Performing Arts Education Plan was written by a team of District teachers, administrators, central office personnel, parents, and community partners. The team’s work was facilitated by the Orange County Department of Education.

Research by the team leading up to the writing of this plan included: 1) discussing the District’s long-range goals, 2) learning about current educational initiatives including the new State Standards for Language Arts, and 3) reading the Qualities of Quality monograph on arts education from Harvard University’s Project Zero. Subsequently, the team envisioned what can be built upon in current exemplary arts programs to ensure that every child in the District has access to high quality K-12 arts education that leads to success in college, and career in whatever field he/she pursues. The plan should be monitored regularly and revisited in 2020 to evaluate accomplishments and re-envision new goals.

References

- ¹ *Making the Case for the Arts*, Arts Education Partnership, 2005
- ² Letter to School Education Community Leaders, Arne Duncan, Secretary of Education, 2009
- ³ *Guiding Principles for the Arts: Grades K-12*, David Coleman, presentation for the New York State Department of Education, 2011
- ⁴ *Involvement in the Arts and Human Development*, James S. Caterall, Chappleau, Iwanaga, 1999.
- ⁵ *Third Space: When Learning Matters and Critical Evidence: How the Arts Benefit Student Achievement*, National Assembly of State Arts Agencies, 2005.
- ⁶ *Champions of Change: The Impact of the Arts on Learning*, Arts Education Partnership & President’s Committee of the Arts and Humanities, 1999.

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Focus Area: Arts for All				
Goal: To provide equitable access for all OUSD K-12 students to a quality arts program				
Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Spring 2014	Evaluate first survey results	Define district's cohesive philosophy in regards to an equitable/quality program	Advisory Committee	None
November 2014-December 2014	Expand survey to include secondary teachers, parents, and administrators		Arts Integration TOSA	
August 2014-ongoing	Research quality inclusive arts program models	Stakeholder support of arts education and why access is critical for all students.	Arts Integration TOSA, Curriculum & Instruction Director	
August 2014-ongoing	Define program parameters (funding, program management, curriculum, staffing)			
Spring 2015	Provide informational forums to educate stakeholders (staff, community, parents) regarding the positive academic and social outcomes as a result of arts education.		Arts Integration TOSA, Curriculum & Instruction Director	

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Focus Area: Equitable and Sustainable Funding			
Goal: To provide equitable, sustainable funding for quality arts programs at each school site.			
Timeline	Action Step	Outcome	Person Responsible
			Funding Implications
January 2015	Identify fiscal needs within the Arts Advantage Strategic Education Plan to be included in the district LCAP.	Annual funding is strategically allocated for the arts programs.	Advisory Committee TBD
Spring 2015	Present LCAP to board that includes identified fiscal needs for arts education.		
Ongoing	Identify potential partnerships/grants for additional funding.	Shared responsibility for securing additional funding streams.	Advisory Committee None
	Create and disseminate a database to stakeholders that details possible funding resources for OUSD.	Increased funding streams.	Arts Integration TOSA, Advisory Committee

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Focus Area: Professional Development				
Goal: All teachers and administrators receive appropriate staff development in Visual and Performing Arts.				
Timeline	Action Step	Outcome	Person Responsible	Funding Implications
March 2015	Conduct a needs and skills survey of all K-12 teachers and administrators.	Data of skill sets and identified needs to drive the professional development plan.	Arts Integration TOSA	None
March 2015	Research and devise a differentiated professional development plan for all K-12 teachers and administrators.	Teachers are provided opportunities to receive professional development to strengthen instruction.		
May 2015	Provide menu style training filled with options of in-services, conferences, and opportunities for collaboration.			Daily sub rate for teacher extra earnings Presenter fees
2015-2019	Based on the Professional Development Plan, provide elementary teachers with professional development in Visual and Performing Arts curriculum with strategies to integrate content knowledge.	Elementary students will receive standards-based Visual and Performing Arts instruction.	Arts Integration TOSA	Registration fees TBD
2015-2019	Based on the Professional Development	Secondary students will receive integrated		TBD

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	<p>Plan, provide secondary core content teachers access to professional development focusing on arts integration strategies.</p>	<p>instruction that promotes communication, collaboration, creativity, and critical thinking.</p>		
<p>2015-2019</p>	<p>Based on the Professional Development Plan, provide secondary Visual and Performing Arts teachers' strategic professional development to enhance instruction.</p>	<p>Secondary students will receive standards-based arts instruction that promotes communication, collaboration, creativity, and critical thinking.</p>		<p>TBD</p>

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Focus Area: Program Management				
Goal: Adequate and appropriate facilities and supplies are provided to support Visual and Performing Arts instruction in all schools.				
Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Spring 2015	Assess current status of equipment and supplies and identify those not currently in use.	Supplies and equipment aligned in support of curriculum needs.	Arts Integration TOSA	None
Spring/Summer 2015	Purchase of instructional materials and equipment.			Music supplies (reeds, oils, rosin, etc.), instruments, art supplies—curriculum based consumables.
2015-2019	Ongoing annual review of supplies and equipment.			Maintenance and repair
Spring/Summer 2015	Determine plan for management and allocation of the supplies and equipment.			
Spring 2015	Survey existing facilities and their uses.	Facilities are maximized for instruction.		None
2015-2019	Ongoing annual review of facilities for usefulness and appropriateness.			
Spring 2015	Develop a facilities plan with site administrators based on the survey and research above.			
Spring 2015	Research facilities use in other school districts.			
Spring/Summer 2015	Determine logistics of traveling specialist, including vehicle cost, mileage, insurance, etc.	A teaching schedule that includes site-specific facilities and support		None
2015-2019	Ongoing annual review of logistics of traveling specialist.			

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Focus Area: Qualified Staff				
Goal: Insure adequate staffing to meet program goals.				
Timeline	Action Step	Outcome	Person Responsible	Funding Implications
2014-2015	Identify the number of teachers needed to implement a determined arts program across the district.	Qualified teachers allotted for each school site.	HR Curriculum Director	FTE
Spring 2015	Hire of teachers based on determined arts program.	Staff will be given teaching assignments to begin Fall 2015.		
Spring 2016-2019	Evaluate Visual and Performing Arts teachers and program outcomes.	Program modifications can be made.	Administration	None