

napa valley unified school district arts education master plan

a partnership between
napa valley unified school district
visual & performing arts
and the
arts council napa valley education alliance



NAPA VALLEY
UNIFIED SCHOOL DISTRICT



the arts education master plan was made possible with a gift by
arts council napa valley education alliance partner

Festival
NAPA VALLEY

submission | *momentum* projectlab

apr 2016 - draft

may 2016 - revised

Napa Valley Unified School District | Arts Council Napa Valley Education Alliance
Arts Education Master Plan
April 2016

An Unprecedented Opportunity

A collaborative effort between the Napa Valley Unified School District and the Arts Council Napa Valley Education Alliance - supported by visual and performing arts educators, administrators, parents, students, community stakeholders, arts organizations and funders alike. All have been - and will continue to be - part of something extraordinary.

Educators, community members and other public/private entities were afforded opportunities to vision, design and now implement a comprehensive and sequential TK-12 arts education curriculum to benefit **all** public school students over the next five years. The synergies of this collective thought formed the Arts Education Master Plan. The plan includes best practices in arts education - amplifying existing programs while incorporating bold and innovative approaches to provide students with arts experiences unmatched by any other education system - a true reflection of the diversity and creativity synonymous with the Napa Valley region.

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Summary

The Napa Valley Unified School District (NVUSD) Arts Education Master Plan (AEMP) is a five-year, visual and performing arts initiative to provide opportunity, access and equity to all students, TK-12.

The AEMP is the framework for this transformational public school district and private community partnership to continue collaboration with the design and support of an expanded sequential and standards-based, TK-12 curriculum in the disciplines of instrumental music, choral music, visual arts, theatre, dance and media arts. All instruction will be supported by relevant professional development and monitored by effective assessments and evaluations. The AEMP is in alignment with, and supports, the Local Control Accountability Plan (LCAP).

Prologue

Arts Council Napa Valley Education Alliance (ACNVEA) is a coalition of educators, teaching artists, arts executives, funders and philanthropists, as well as community member advocates. In partnership, these individuals and organizations are working collaboratively on an initiative to support and build a new sustainable model for arts education in our schools. Alliance members share a belief that both visual and performing arts are essential to a comprehensive education for every child in Napa County.

A collective of Festival Napa Valley, Arts Council Napa Valley, Napa Valley Education Foundation and a contribution from Notes for Education pledged a commitment of \$150,000.00, over three years to collaboratively fund the Visual & Performing Arts Coordinator to a full-time position. Beginning in July 2016, this funding commitment will ensure an allied partnership with the intent to appoint the most qualified candidate. During the 2014-2015 academic year, the NVUSD Board of Education reviewed and approved a part-time TOSA, to preserve elementary music, as part of the Local Control and Accountability Plan (LCAP). The AEMP frames the collective ideation into an actionable initiative that will have resounding impact during the five-year implementation and beyond.

A presentation to the NVUSD Board of Education on May 5, 2016 will showcase the culmination of a five-month visioning and building process that produced the AEMP. Key components of the master plan will describe projected annual outcomes supported by various divisions of the NVUSD and the ACNVEA. The NVUSD Board of Education will complete a final review, contribute commentary and put to a vote for the approval of the AEMP implementation slated for June 2, 2016. Upon approval by the NVUSD Board of Education, the AEMP will officially launch on June 3, 2016 and be fully implemented and sustainable by July 31, 2021.

Launch & Preliminary 90 Days

Appoint Qualified, Full-Time VAPA Coordinator (I)

With roles and responsibilities defined - a qualified candidate will be appointed as the full-time VAPA Coordinator and announced by the NVUSD and the ACNVEA to the community at a time determined by the NVUSD Superintendent. The ACNVEA Coordinator will align community stakeholders, arts partners, funders and other members of the Alliance for the launch of the initiative. In allegiance with the NVUSD Superintendent's Cabinet, Board of Education members, other NVUSD leadership and departments, Arts Council Napa Valley and Festival Napa Valley, a formal announcement of the AEMP implementation and partnership will be presented to the press, and, at each respective stakeholder board meeting and numerous gala events throughout Napa Valley.

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Year 1
Aug 2016 - Jun 2017

Orientation & Preparation

Preliminary orientation and infrastructure preparations will commence at the VAPA Coordinator assignment start date. VAPA Coordinator will learn all NVUSD systems and protocols if not already familiar and acquaint professionally with department heads to gain understanding of how district systems function.

The VAPA Coordinator will establish operational procedures with the NVUSD leadership and departments, in concordance with, the Visual & Performing Arts Leadership (VAPA Leadership), Visual & Performing Arts Curriculum Design Team (VAPA Cadre), and the Visual & Performing Arts Educators (TK-12 VAPA Educators). In addition, the ACNVEA, both with the Alliance Coordinator and leadership representatives of the Alliance - will meet to review the AEMP. The VAPA Coordinator will create and establish a communication system for immediate dissemination and response protocols for all NVUSD and VAPA information.

Lead the Process for Building the Shared Mission, Core Values & Unified Evaluation

In collaboration with the VAPA Coordinator, VAPA Leadership, VAPA Cadre and the ACNVEA - the group will design and deploy the Shared Mission, Core Values & Unified Evaluation for the AEMP.

Create Shared Mission Statement

Shared Mission - Unites all constituencies with a powerful common mission focused on delivering exemplary learning experiences in arts education for all students. Every entity participating maintains their own identity and expertise while supporting the larger initiative of the AEMP.

Determine Core Values

Core Values - Distilled and clear set of values that inspire and guide. Core Values make the significant work ahead worthwhile and guides all decision-making as it relates to the AEMP.

Institute Unified Evaluation

Unified Evaluation - A measurement and reporting system collaboratively created that uses the same set of benchmarks for all partners to evaluate the effectiveness of the implementation.

Arts Education Curriculum Design | Scheduling | Professional Development | Personnel

The VAPA Coordinator will cultivate and confirm arts educators from each discipline, per grade division, to serve on the curriculum design team. This team serves as an advisory committee to the Instruction Department and the NVUSD Board of Education and will follow established district and Board policies surrounding course development and review.

Six (6) VAPA educators will form the VAPA Leadership Team and up to seven (7) additional VAPA educators will form the VAPA Cadre. Together these VAPA educators will serve as members of the Curriculum and Design team and will include representatives from elementary, middle and high school levels as well as each discipline to include instrumental music, choral music, visual arts, theatre, dance and media arts. The VAPA Coordinator will communicate the plan and secure the team members.

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Curriculum planning and development will begin in August 2016 and be completed on or before May, 31, 2017 for Board of Education review and approval. The VAPA Coordinator will conduct analysis of the current NVUSD arts education resources to more effectively serve a larger student population. A timeline will be developed to identify multi-layered restructuring of arts education personnel and a resource as the curriculum design evolves. Constant collaboration with the NVUSD Achievement & Innovation and NVUSD Teaching and Learning divisions will be paramount for alignment and compliances. ACNVEA will support the curriculum design and participate in the development process. The VAPA Coordinator will maintain a dialogue with the NVUSD Principal Leadership, VAPA Leadership and VAPA Cadre during the curriculum design, implementation phases and Unified Evaluation.

year 1 outcomes

aug 2016 - jun 2017

orientation & preparation

lead the process for building the shared mission, core values & unified evaluation

arts education curriculum design | scheduling | professional development | personnel

summary of year 1

arenas of focus

design & create arts education master plan

design & complete tk-12 curriculum & articulation

expansion & reallocation preparation

scheduling for access

petition to align district policies & protocols

support of principal leadership

online surveys & web-based communication

arts council napa valley education alliance

commit to the refinement of intent | launch advocacy campaign |

messaging & awareness of value

launch vapa fund development campaign

evaluate progress with unified evaluation

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Year 1
Aug 2016 - Jun 2017

SUMMARY OF YEAR 1

The first year of the AEMP is primarily dedicated to planning and development of the TK-12 sequential, standards-based arts education curriculum. Arts instruction has been a part of the Napa Valley learning experience for decades. This initiative does not discount masterful instruction and expertise of the arts education practitioners during that time span. It also recognizes significant performance and exhibition-based demonstrations by students at the elementary, middle and high school levels. In order to create a district-wide curriculum that exemplifies best practices with 21st Century Learning skill acquisition - while in complete alignment with the NVUSD LCAP - an AEMP is required.

ARENAS OF FOCUS

Successful initiatives plan for action. Facilitated Visioning Sessions with arts educators, district leadership, students, parents and community stakeholders cultivated significant ideation to arrive at consensus for deliberate action to move forward. Strategic Alignment Sessions assembled volumes of consensus-built ideation into categorical headings. Those headings were organized into three ARENAS OF FOCUS:

Design & Create Arts Education Master Plan (Year 1)
Develop New & Improve Existing Systems (Years 2-5)
Assess & Implement Human Resources (Years 2-5)

Assurances were made to all participants their ideas would be evident in the construct of the AEMP. Non-sequential letters A - T in the Timeline and Executive Summary represent the finalized categorical headings that contain each participant's contributions. Appendix C contains all Visioning Sessions documentation - to include Underlying Contradictions, and, Strategic Alignment Sessions documentation. Letters A-T will appear in the Timeline and this summary as a reference for the ideation that influenced the ARENAS OF FOCUS. The final Strategic Alignment Session determined what, of all the ideation and categorical headings could most likely be accomplished in the first 90 Days (Launch through July 2016) and Year 1 (August 2016 - June 2017). The master plan has been designed to effectively organize the ARENAS OF FOCUS into an actionable mainframe to accomplish what is necessary to empower, build and maintain an exemplary arts education curriculum over the remaining four years of the five-year master plan. The local leadership will determine any necessary modifications based on outcomes from the Unified Evaluations.

Design & Create Arts Education Master Plan

The five main ideas that were generated and central to designing and creating an Arts Education Master Plan (AEMP) in Year 1 are:

- **Interview & Hire Qualified, Full-Time Visual & Performing Arts TOSA**
(Modified to an appointed VAPA Coordinator 5/5/2016) (Ideation/Visioning A)
- **Design & Complete TK-12 Curriculum & Articulation** (Ideation/Visioning H)
- **Petition to Align District Policies & Protocols** (Ideation/Visioning I)
- **Message & Awareness of Visual & Performing Arts Value** (Ideation/Visioning L)
- **Scheduling for Access** (Ideation/Visioning L)

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Design & Complete TK-12 Curriculum & Articulation (H)

Current TK-12 VAPA Educators will submit all curriculum maps, scope & sequence plans with assessment protocols by September 9, 2016 to the VAPA Coordinator for all classes and instruction currently identified as arts education.

The VAPA Leadership and VAPA Cadre will be provided release time and/or a combination of weekends and after school meeting times to design and complete the sequential, standards-based curriculum for grades TK-12 in the areas of General Music, Instrumental Music, Choral Music, Visual Arts, Theatre, Dance & Media Arts. This team will also review current Visual & Performing Arts teaching assignments and determine the most effective use of all VAPA Educators respective expertise. In addition, professional development, assessment design and evaluation will be included. Resource lists and support materials will be created as required to support a diverse arts curriculum that includes a balance of traditional, cultural, and modern relevant arts experiences for students. Curriculum design and articulation will include exploring the integration of arts education in a cross-curricular context of Inquiry-Based Learning and developing 21st Century skills.

Expansion & Reallocation Preparation

It is anticipated the curriculum design may reveal a reimagining of the elementary and middle school VAPA assignments to best serve the student population beginning in Year 2. It is also anticipated that current high school positions will remain to include Choral, Instrumental, Visual Arts, Theatre, Dance and Media Arts, however the team may choose to pursue innovative and alternative pathways. As the curriculum and schedule evolve, recommendations for expansion and/or reallocation will be discussed with existing VAPA Educators. The VAPA coordinator will be responsible for communicating and soliciting feedback from all VAPA educators throughout the planning phase(s).

Scheduling for Access (T)

The VAPA Coordinator, VAPA Leadership and VAPA Cadre will create a TK-12 equitable schedule for all Visual & Performing Arts classes. With the decision to pilot a 7 period day at the middle school level, the VAPA Coordinator in conjunction with VAPA educators, school principals, and district leadership may make recommendations for additional VAPA course offerings at the middle school level. This same approach would be used if high schools were to move to a 7 period day at a future date. Clarifying course descriptions to determine arts education class curriculum and experiences that may be the same or unique to each middle and high school site will be necessary to support enrollment and populating VAPA classes. High school students have specifically requested class offerings for the extreme and accelerated students, and, one [1] general class for high schools students only interested with fulfilling the one-year VAPA requirement. The VAPA cadre will review this option and make a recommendation on feasibility.

Any new VAPA curriculum maps and/or courses will be presented in the Spring of the year prior to implementation for approval by the Assistant Superintendent and the NVUSD Board of Education.

Fund raising will be led by the ACNVEA to support expansion of the plan which may include materials, venues, resources, personnel salaries and benefit packages,, etc. in conjunction with existing funding from NVUSD. The fundraising priorities will be negotiated annually with a 3 year documented budget projections aligned to NVUSD LCAP development. These fundraising efforts may include such efforts as joint application for grants, community fundraising through ACNVEA, and/or partnering with booster and parent clubs in addition to other local fundraising efforts.(Appendix B Budget)

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Petition to Align District Policies & Protocols (I)

The VAPA Coordinator, VAPA Leadership, VAPA Cadre and ACNVEA will aid with magnifying the NVUSD Board of Education approved district policy that identifies Music as a 21st Century Skill. The VAPA team hopes to enlarge the scope of the policy to include Visual Arts, Theatre, and Dance & Media Arts.

Support of Principal Leadership

The role of principal leadership is integral to the success of the AEMP. Disseminating and responding to communications as related to the AEMP will be greatly improved by the VAPA Coordinator and not require constant oversight from school site administration. Principal representatives interested with solving the scheduling of expanded VAPA instruction into the academic day, primarily at the elementary school level, will be invited to participate and provide insights as the curriculum evolves.

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Online Surveys & Web-Based Communication

Feedback and input will continue to be gathered from the Napa community of stakeholders desiring an opportunity to share input to strengthen the AEMP. Online surveys will be available through SurveyMonkey beginning June 3rd and conclude September 30th. Responses from dual-language online surveys designed for educators, principals, parents, students and community members will be incorporated into the AEMP.

In addition, the VAPA Coordinator will oversee updating a VAPA website and coordination with the NVUSD IT Department to outline recommended support and service improvements. Feasibility of the development of an arts education internal web-based communication system and external public content access, that may include a unique URL or region of the NVUSD website dedicated to the AEMP, will be determined

PARTNERSHIP

Arts Council Napa Valley Education Alliance

Passionate for equality through the arts for all learners, the ACNVEA will partner with the NVUSD to realize the AEMP. Deliberate collaboration and inclusion with all major elements of the AEMP between ACNVEA and the NVUSD will be necessary for the initiative to thrive. A Governance Oversight Task Force comprised of selected members from the NVUSD and ACNVEA will meet quarterly to monitor the timeline and measurable outcomes of the AEMP. The Unified Evaluation will support this effort using a measurement reporting system to share the findings at the conclusion of Year 1 or at the start of Year 2. This Governance Team will consist of the NVUSD Superintendent, the NVUSD Assistant Superintendent of Instruction, the NVUSD Director of Teaching and Learning, the NVUSD VAPA Coordinator, the CEO of ACNV, and the ACNV Education Alliance Director.

Commit to the Refinement of Intent

Launch Advocacy Campaign

Message & Awareness of Visual & Performing Arts Value (L)

The ACNVEA is committed to strengthening the organizational message, intent and support for the AEMP through the various entities associated with this large-scale initiative. An updated membership structure will coincide with establishing relevant task force groups to target specific areas of need to support the AEMP. Development and refinement include the following areas of:

- (A) Partnerships
- (B) Diversity
- (C) Infrastructure
- (D) Vision
- (E) Curriculum
- (F) Equity
- (G) Inspiration
- (H) Public Relations

Details of these specific areas categories can be found in Appendix C / Partners_Final.pdf

Once completed with refining these categorical areas of support, an advocacy campaign will launch in collaboration with the NVUSD to create AEMP print and media promotional materials for donor presentations, summer festivals, and all school and community events.

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Launch VAPA Fund Development Campaign

The ACNVEA will establish consistent VAPA funding to support the AEMP. Annual negotiations and clear budgetary expectations with the NVUSD will aid the ACNVEA with aligning resources to advance the initiative. Identifying a lead fund raising volunteer that can also train and direct volunteer presenters and advocates will be a focus of launching a development campaign. Moving forward, all funds from the 2016 Festival Napa Valley originally supporting the NVUSD via the Fund-A-Need portion of the Gala Event, will now be in alignment with the AEMP.

Evaluate Progress with Unified Evaluation

Develop, communicate, and use an appropriate Unified Evaluation to monitor the Year 1 effectiveness and impact of outcomes and milestone targets to gauge refinements if needed. The VAPA Coordinator and ACNVEA will report new findings at the conclusion of Year 1 or at the start of Year 2. In addition, at the beginning of Year 1, baseline data will be collected around student, teacher and community perceptions and beliefs about arts education in NVUSD, performance assessment measures, class enrollment numbers, and other measures routinely used by NVUSD. All preliminary data will be disaggregated by demographics (such as ethnicity and socioeconomic status) and may include: student attendance, current arts education class enrollments, disciplinary referrals and suspensions, standardized test performance results, student and teacher transiency, gender breakdown, etc.

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Year 2
Jul 2017 - Jun 2018

SUMMARY OF YEAR 2

Launch | Implement | Develop | Improve

The launch of the approved and re-imagined TK-12 arts education curriculum is the primary focus of Year 2. The Visual & Performing Arts Educator Team may be expanded and/or reallocated to best serve the needs of all students. The Arts Council Napa Valley Education Alliance is organized to support the master plan in concert with the various district departments to empower student learning, performance and exhibition. Four additional categories will be added from the remaining ARENAS OF FOCUS, along with any Year 1 continuing work that will span through the initial five-year master plan..

The main ideas that were generated and central to 1) developing and improving existing systems, 2) assessing and implementing human resources, and 3) designing and creating an Arts Education Master Plan (AEMP) in Year 2 are:

- **Investigate All Visual & Performing Arts Facility Options** (Ideation/Visioning E)
- **Establish Consistent Visual & Performing Arts Funding** (Ideation/Visioning F)
- **Increase, Fund & Maintain Personnel** (Ideation/Visioning D)
- **Communication & Collaboration** (Ideation/Visioning C)
- **Message & Awareness of Visual & Performing Arts Value** (Ideation/Visioning L)
- **Scheduling for Access** (Ideation/Visioning T)

year 2 outcomes

jul 2017 - jun 2018

summary of year 2

launch | implement | develop | improve

develop new & improve existing systems

assess & implement human resources

arts education curriculum design | scheduling | professional development | personnel

increase, fund & maintain personnel

nvusd infrastructure, systems, facilities & resources

investigate all nvusd & community facility options

communication & collaboration

evaluate progress with unified evaluation

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Arts Education Curriculum Design | Scheduling | Professional Development | Personnel

Scheduling for Access | Implementation of Visual & Performing Arts Curriculum (T)

The VAPA Coordinator supported by the VAPA Leadership will launch implementation of the new standards-based, sequential visual & performing arts curriculum district-wide. TK-12 VAPA Educators will receive guidance and support during the curriculum implementation. Classes will be offered in general, instrumental, choral, theatre, visual arts, dance and media arts. Alignment of all formative, interim and summative assessments will accompany the instruction. Evaluation and refinement will support all elementary through high school curriculum implementations.

Increase*, Fund & Maintain Personnel (D)

With the launch of the new curriculum, the VAPA Leadership Team, in conjunction with the VAPA Coordinator will review possible staffing considerations and/or professional learning opportunities for educators. In addition, Grade 4 and Grade 5 expansion and/or reallocation* of VAPA Educators for Band, Strings and Vocal disciplines may expand upon the existing model of the teaching schedule used from Fall 2015 through Spring 2017. All expansion will be determined based on need and availability of sustainable funds.

Grades 6 - 8 projected expansion and/or reallocation* of VAPA Educators will be determined as the curriculum evolves in Year 1. Until enrollments increase and more class offerings expand opportunities for all students, VAPA Educators may serve multiple VAPA courses as their credential allows, multiple schools either as feeder support or assist high school programs requiring specializations across the respective arts disciplines.

Grades 9 - 12 possible expansion preserves current high school teaching assignments to include Choral, Instrumental, Visual Arts, Theatre, Dance and Media Arts.. Curriculum design by the VAPA cadre will dictate how most effectively to use VAPA Educators to maintain full-time positions district-wide.

Increase was the action word used during the Visioning Sessions. In order to allow for growth and added student enrollment over the five-year initiative, the words expansion and reallocation are used to more accurately describe how the VAPA program and educator assignments will serve the new curriculum implementation.*

Fund raising will be led by the ACNVEA to support expansion and additional resources with existing funded personnel allocations from NVUSD. This will need to be prioritized and negotiated annually by the governance team with 3 year documented budget projections. (Appendix B Budget)

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NVUSD Infrastructure, Systems, Facilities & Resources

Investigate All NVUSD & Community Facility Options (E)

Begin a partnership with Napa County and municipal planning agencies to maximize existing NVUSD and community facilities through collaboration. Led by ACNVEA in conjunction with the NVUSD Facilities Director and other leadership, evaluate and vision an effective use of all Napa County public and private spaces. Create and renovate NVUSD facilities to include redesign and remodel of existing structures. Expansion of exhibition and performance spaces to be included in association with and as allowed by approved bond measures and other available funds.

Communication & Collaboration (C)

The VAPA Coordinator will work to improve communication practices internally with entire Visual & Performing Arts Educator network district-wide, the NVUSD Leadership, parents, the community-at-large and externally with the ACNVEA. Articulation and collaboration with all VAPA disciplines will establish and align best practices while strengthening the sequential learning trajectory.

Evaluate Progress with Unified Evaluation

Continue using the Unified Evaluation to monitor the Year 1 effectiveness and impact of outcomes and milestone targets to gauge refinements if needed. The VAPA Coordinator and ACNVEA will report new findings at the conclusion of Year 2 or at the start of Year 3. Data will continue to be collected around student, teacher and community perceptions and beliefs about arts education in NVUSD, performance assessment measures, classroom enrollments, and other measures routinely used by NVUSD. All data will disaggregated by demographics (such as ethnicity and socioeconomic status) and may include: student attendance, current arts education class enrollments, disciplinary referrals and suspensions, standardized test performance results, student and teacher transiency, gender breakdown, etc.

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Arts Council Napa Valley Education Alliance

Cultivate & Build Public Will for the Arts

The collaborative intent of this progressive approach strengthens with leadership from the ACNVEA. All entities in the Alliance continue promoting the AEMP through their collective support with consistent messaging of the Visual & Performing Arts value for a complete student educational experience and further acquisition of resources. In collaboration with the NVUSD, promotional materials for donor presentations, summer festivals, all school and community events to amplify the ACNVEA Advocacy Campaign initiated in Year 1. The Unified Evaluation will continue to monitor progress and serve as a measure of accountability.

The ongoing VAPA Development Campaign highlights the AEMP curriculum, facilities and resources to expose funders to the needs associated with delivering an exemplary and rigorous, standards-based sequential instruction in the arts. The ACNVEA Coordinator, VAPA Coordinator and VAPA Leadership will continue to support the TK-12 VAPA Educators with the purchase and distribution of resources/equipment/materials directly connected to curricular and programmatic necessities.

year 3 outcomes

jul 2018 - jun 2019

summary of year 3

maintain

develop new & improve existing systems

assess & implement human resources

arts education curriculum design | scheduling | professional development | personnel

establish & maintain professional development

nvusd infrastructure, systems, facilities & resources

transportation funding & scheduling

develop & utilize visual & performing arts infrastructure

investigate all nvusd & community facility options

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Year 3
Jul 2018 - Jun 2019

SUMMARY OF YEAR 3
Maintain

As the Arts Education Master Plan continues implementation, Year 3 concentrates with maintaining the momentum of the arts education curriculum deployment while improving systems and protocols that impact student learning experiences. New aspects of the master plan seek to improve transportation, infrastructure for resources, and equipment investments. The ACNVEA and NVUSD will continue to refine the synergy of their powerful and unique partnership. Four additional categories will be added from the remaining ARENAS OF FOCUS, along with any Year 1 and Year 2 continuing work that will span through the five-year master plan to completion.

The main ideas that were further developed in the plan in Year 3 are 1) develop and improve existing systems, 2) assess and implement human resources, and 3) design and create an Arts Education Master Plan (AEMP) and are further expanded in the following options:

- **Develop & Utilize Visual & Performing Arts Infrastructure** (Ideation/Visioning K)
- **Investigate All Visual & Performing Arts Facility Options** (Ideation/Visioning E)
- **Transportation Funding & Scheduling** (Ideation/Visioning N)
- **Establish Consistent Visual & Performing Arts Funding** (Ideation/Visioning F)
- **Establish & Maintain Professional Development** (Ideation/Visioning B)
- **Increase, Fund & Maintain Personnel** (Ideation/Visioning D)
- **Communication & Collaboration** (Ideation/Visioning C)
- **Community & Professional Exposure** (Ideation/Visioning P)
- **Message & Awareness of Visual & Performing Arts Value** (Ideation/Visioning L)
- **Scheduling for Access** (Ideation/Visioning T)

Ongoing
TK - 12 Sequential VAPA Curriculum Implementation
Increase*, Fund & Maintain Personnel | Expansion & Reallocation (D)

The VAPA Coordinator will continue to guide, support and maintain the NVUSD Visual & Performing Arts curriculum implementation in all elementary, middle and high schools. Any Year 2 realignments of assignments will be assessed for effectiveness as related to delivering instruction. The VAPA Coordinator and VAPA Leadership will make recommendations to expand, reassign and/or maintain Visual & Performing Arts teaching schedules as needed.

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Arts Education Curriculum Design | Scheduling | Professional Development | Personnel

Scheduling for Access | Continued Implementation of the Visual & Performing Arts Curriculum (T)

Review feasibility of piloting additional periods to the school day at the secondary level. Review and align assignments and scheduling recommendations of five (5) high school schedules, and, five (5) middle school schedules which may also expand elementary school offerings. All of these may now allow for a larger student population to experience the arts. Additional class offerings reflecting the diverse student demographics and interests in technology should be considered. Continue or implement the class offerings for extreme | accelerated advocates and one [1] general class for high schools students only interested with fulfilling the one-year requirement. The review and refinement of all formative, interim and summative assessments should strive for consistency district-wide.

Establish & Maintain Professional Development (B)

Establish Visual & Performing Arts Professional Development as a priority when scheduling site and district sessions. Establish protocols to determine the use of time, resources and funding to support best practices with Visual & Performing Arts instruction through professional development. The VAPA Coordinator will work closely with the principal leadership district-wide to understand the school-site needs as well as communicate the need for custom professional development in all arts disciplines.

Collaboratively the VAPA Coordinator and VAPA Leadership will design and request funding for relevant Visual & Performing Arts Professional Learning that supports the curriculum implementation.

Napa Valley Unified School District | Arts Council Napa Valley Education Alliance
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Year 3
Jul 2018 - Jun 2019

NVUSD Infrastructure, Systems, Facilities & Resources

Transportation Funding & Scheduling (N)

Transportation request and scheduling protocols will be developed between the VAPA Coordinator and VAPA Leadership and TK-12 VAPA Educators to develop guidelines for securing funding from a variety of sources including, but not limited to school and district funds, booster club funds, ACNVEA, etc. for curriculum-related field trip experiences. Evaluation and recommended improvements to the existing transportation processes will be evaluated and presented to the NVUSD Transportation Director for consideration and approval.

Develop & Utilize Visual & Performing Arts Infrastructure (K)

The most ambitious development from the Visioning Sessions recommended an improved infrastructure with a focus on long-term cost savings and efficiency. A proposal will be considered to launch the Visual & Performing Arts Resource Center and Repair Division. The idea is to create a repository of materials, resources and equipment for sharing district-wide that is linked to a cloud-based directory of music, theatre costumes and sets, staging and many more items that would serve thirty (30) schools. A repair division either housed within a district facility or linking dedicated network vendors for improved protocols with repairing and maintaining equipment is proposed. Libraries, shared resources and a digital-access platform used among all schools will be researched and analyzed for sustainability and need. Other considerations to streamline and improve resource sharing across all schools will be explored.

Investigate All NVUSD & Community Facility Options (E)

This continued partnership with Napa County and municipal planning agencies to maximize existing NVUSD and community facilities through collaboration should demonstrate traction and develop a Napa County graphic that displays all possible shared spaces between the school district and the community. Led by ACNVEA in conjunction with the NVUSD Facilities Director and other leadership, will evaluate and vision an effective use of all Napa County public and private spaces and develop processes and protocols for NVUSD usage. Ongoing creation, improvements and renovations of NVUSD VAPA facilities to include redesign and remodel of existing structures will continue to be presented as buildings age or require modifications as part of the overall NVUSD Facilities Master Plan. Expansion of exhibition and performance spaces to be included in association with approved bond measures may also be requested for consideration.

Community & Professional Exposure (P)

Develop a stronger connection with the arts and specialist communities. ACNVEA will continue to review the TK-12 Arts Education Curriculum and recommend real world opportunities to align visual and performing artists, industry professionals and technology specialists. Continued Visual Arts partnerships with Napa Valley College could be expanded to include the other arts disciplines using the existing systems as a model. ACNVEA will also develop processes and protocols for VAPA educators to access these community resources.

Communication & Collaboration (C)

The VAPA Coordinator will work to refine communication practices internally with the entire Visual & Performing Arts Educator network district-wide, the NVUSD Leadership, parents, the community-at-large and externally with ACNVEA. Articulation and collaboration with all VAPA disciplines will establish and align best practices while strengthening the sequential learning trajectory with dedicated planning time and custom professional development for VAPA educators.

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April 2016

Evaluate Progress with Unified Evaluation

Collaboratively between the NVUSD and ACNVEA, reflect and evaluate the Year 2 effectiveness, impact of benchmarks and milestone outcomes using the Unified Evaluation. If maintaining an additional internal evaluation, compare Year 3 data with baseline data movement to include: improved student attendance, reduction in disciplinary referrals & suspensions, increased arts education class enrollments, higher levels of motivation and early trends in academic gains. Specific emphasis will also include reports on expanded course offerings in Year 3 that reflect the diversity of our community and the interests of students (i.e. ballet folklorico, hip-hop, etc.) New findings will be reported at the conclusion of Year 3 or at the start of Year 4. Data analysis of these leading indicators should be used to guide implementation.

Data will continue to be collected and analyzed around student, teacher and community perceptions and beliefs about arts education in NVUSD, performance assessment measures, and other measures routinely used by NVUSD. All data will be disaggregated by demographics (such as ethnicity and socioeconomic status) and may include: student attendance, current arts education class enrollments, disciplinary referrals and suspensions, standardized test performance results, student and teacher transiency, gender breakdown, etc.

**Arts Council Napa Valley Education Alliance
Cultivate & Build Public Will for the Arts**

The ACNVEA will continue to collaborate and advise all entities in the collective support of, messaging for, and funding development to support the AEMP. Stronger commitments will evolve as the NVUSD Visual & Performing Arts implementation demonstrates tangible evidence the ACNVEA and NVUSD partnership is making an impact. The focused development and advocacy campaigns continue gaining traction with more student artifacts, performances, exhibits and showcases, to include promoting the AEMP. Organizations, funders and resources will exponentially expand to support the initiative including sustained funding for a VAPA Coordinator based on identified need.

The ACNVEA Coordinator will work with the VAPA Coordinator to prioritize and disseminate funds in accordance with the curriculum needs and Funder support. Anticipation for the Alliance executive team to expand in order to serve the increased attention on the NVUSD initiative coupled with greater community support.

year 4 outcomes

jul 2019 - jun 2020

summary of year 4

maintain & expand

develop sustainability plan for year 6

nvusd infrastructure, systems, facilities & resources

purchase, integrate & maintain technology

explore alternative options for learning management systems

evaluate progress with unified evaluation

arts council napa valley education alliance

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Year 4
Jul 2019 - Jun 2020

SUMMARY OF YEAR 4
Maintain & Expand

With the AEMP continuing implementation, Year 4 continues refining the various initiative elements while looking forward to the future in regard to sustainability. Technology and accurate student assessments are targeted for development and improvements as the final two, new ARENAS OF FOCUS are added to the initiative. Continuing work that will span through the remaining two years of the master plan to completion are listed here, but not elaborated on as introduced in Year 1 through Year 3.

The main ideas that were even more fully developed in the plan in Year 4 are 1) develop and improve existing systems, 2) assess and implement human resources, and 3) design and create an Arts Education Master Plan (AEMP) and are further expanded in the following areas:

- **Purchase, Integrate & Maintain Technology** (Ideation/Visioning J)
- **Develop & Utilize Visual & Performing Arts Infrastructure** (Ideation/Visioning K)
- **Investigate All Visual & Performing Arts Facility Options** (Ideation/Visioning E)
- **Transportation Funding & Scheduling** (Ideation/Visioning N)
- **Explore Alternative Options for Educational Management System** (Ideation/Visioning M)
- **Establish Consistent Visual & Performing Arts Funding** (Ideation/Visioning F)
- **Establish & Maintain Professional Development** (Ideation/Visioning B)
- **Increase, Fund & Maintain Personnel** (Ideation/Visioning D)
- **Communication & Collaboration** (Ideation/Visioning C)
- **Community & Professional Exposure** (Ideation/Visioning P)
- **Message & Awareness of Visual & Performing Arts Value** (Ideation/Visioning L)
- **Scheduling for Access** (Ideation/Visioning T)

Develop Sustainability Plan for Year 6

NVUSD and the ACNVEA will begin developing a sustainability plan to extend the project beyond the five-year initiative. Fidelity of implementation will secure ongoing funding and resources to support the NVUSD Visual & Performing Arts departments and classrooms. Exploration of local, regional and national sponsorships would be interested with supporting and endorsing this unique public and private partnership for the advancement of student learning through the arts.

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Year 4
Jul 2019 - Jun 2020

NVUSD Infrastructure, Systems, Facilities & Resources

Purchase, Integrate & Maintain Technology (J)

Over the past decade, considerable advances in technology have made creating project-based artifacts in the visual and performing arts viable for professionals as well as those new to these respective disciplines. Technology can also be an aid for the educator, both as instructional tools as well as for administrative tasks.

Integration of appropriate arts education-related software on industry-standard computers into the daily instruction will be proposed. Establish an infrastructure for technical support and professional development across all platforms to include Apple software and hardware. VAPA Coordinator and ACNVEA can be proactive with aligning partnerships and resources to expand the technology platform for the TK-12 VAPA Educators.

Explore Options for and within a Learning Management System (M)

The VAPA Coordinator in legion the TK-12 VAPA Educators will explore the customization potential of the current Learning Management System to reflect classroom learning in the arts, aligned with the NVUSD LCAP. Based on research and identified needs, the VAPA Leadership will make any needed recommendations to NVUSD Leadership to consider and agree to a review of other systems that allow for differentiation of the Visual & Performing Arts curriculum and student understanding that demonstrates the elevated cognitive challenge.

Evaluate Progress with Unified Evaluation

Collaboratively between the NVUSD and ACNVEA, reflect and evaluate the Year 3 effectiveness, impact of benchmarks and milestone outcomes using the Unified Evaluation. If maintaining an additional internal evaluation, compare Year 2 and Year 3 data with baseline data movement to include: improved student attendance, reduction in disciplinary referrals & suspensions, increased arts education class enrollments, higher levels of motivation and early trends in academic gains. Student and teacher transiency rates and gender breakdown. Report new findings at the conclusion of Year 4 or at the start of Year 5. Data analysis of these leading indicators should be used to guide implementation. Specific emphasis will continue to include reports on expanded course offerings in Year 4 that reflect the diversity of our community and the interests of students (i.e. ballet folklorico, hip-hop, etc.) New findings will be reported at the conclusion of Year 4 or at the start of Year 5. Data analysis of these leading indicators should be used to guide implementation. Data will continue to be collected and analyzed around student, teacher and community perceptions and beliefs about arts education in NVUSD, performance assessment measures, and other measures routinely used by NVUSD. All data will disaggregated by demographics (such as ethnicity and socioeconomic status) and may include: student attendance, current arts education class enrollments, disciplinary referrals and suspensions, standardized test performance results, student and teacher transiency, gender breakdown, etc.

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Arts Council Napa Valley Education Alliance

Evolving community, regional and national partnerships, substantial programmatic funding, building capacity in all arts disciplines and progressive thinking in support of the AEMP has been the vision since the initial 360 Assessment outlined the significant need to improve arts education in the NVUSD. By effectively partnering together to advance student learning in the arts, the AEMP is destined to become a model of implementation. The sustainability plan will be in part to support the ongoing instruction within the NVUSD beyond the five-year master plan, but for the ACNVEA to begin activating scalability outward to the entire Napa County. Overtures to the surrounding schools and school districts to include Howell Mountain Elementary, Pope Valley Elementary, Calistoga Joint Unified, and St. Helena Unified will begin as the sustainability process begins in Year 4.

year 5 outcomes

jul 2020 - jun 2021

summary of year 5

maintain & sustain

nvusd infrastructure, systems, facilities & resources

implement alternative options for learning management systems

evaluate progress with unified evaluation & summation report

arts council napa valley education alliance

implement sustainability plan for year 6

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Year 5
Jul 2020 - Jun 2021

SUMMARY OF YEAR 5
Maintain & Sustain

The final year of the AEMP implementation continues with refining and improving all aspects of the initiative. A comprehensive sustainability plan is recommended for presentation to all stakeholders demonstrating viable solutions with which to continue the exemplary work of the past four years and look to scale outward to the entire Napa County with a focus on facilities and continued professional learning for VAPA educators and supporters and tied to the following ideation and visioning:

- **Implement Options and Analyze Use of a Learning Management System (LMS)**
(Ideation/Visioning M)

NVUSD Infrastructure, Systems, Facilities & Resources

Implement Options and Analyze Use of an Learning Management System (M)

Customize and use the current Learning Management System to reflect classroom learning through formative, interim and summative assessments. Ensure that such a system allows for differentiation of the Visual & Performing Arts curriculum to accurately reflects student understanding demonstrating elevated cognitive challenge.

Evaluate Progress with Unified Evaluation & Summation Report

Collaboratively between the NVUSD and ACNVEA, reflect and evaluate the Year 4 effectiveness, impact of benchmarks and milestone outcomes using the Unified Evaluation. If maintaining an additional internal evaluation, compare Year 2, Year 3 and Year 4 data with baseline data movement. Document trends in data to reflect causality of an improved arts education program with increases in graduation rates, previous leading indicators and other data. Findings will be reported at the conclusion of Year 5.

Data will continue to be collected and analyzed around student, teacher and community perceptions and beliefs about arts education in NVUSD, performance assessment measures, and other measures routinely used by NVUSD. All data will disaggregated by demographics (such as ethnicity and socioeconomic status) and may include: student attendance, current arts education class enrollments, disciplinary referrals and suspensions, standardized test performance results, student and teacher transiency, gender breakdown, etc. and reported in an AEMP Summation Report to include the five-year longitudinal study and accomplishments presented by NVUSD and the ACNVEA Coordinator.

Arts Council Napa Valley Education Alliance

Evolving community, regional and national partnerships, substantial programmatic funding, building capacity in all arts disciplines and progressive thinking in support of the AEMP has been the vision since the initial 360 Assessment outlined the significant need to improve arts education in the NVUSD. By effectively partnering together to advance student learning in the arts, the AEMP is destined to become a model of implementation used a guide for replication. The sustainability plan will be in part to support the ongoing instruction within the NVUSD beyond the five-year master plan, but for the ACNVEA to begin considering scalability outward to the entire Napa County. Interested surrounding schools and school districts to include Howell Mountain Elementary, Pope Valley Elementary, Calistoga Joint Unified, and St. Helena Unified will begin association with the ACNVEA as the sustainability plan begins is activated in Year 6 with a possibility to share costs among all districts.

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Implement Sustainability Plan for Year 6

Continue development and completion of the sustainability plan that extends the project beyond the five-year initiative. NVUSD and ACNVEA continue the collaborative design and presentation. Sustainability plan implementation begins July 2021.

appendix A

timeline

Global Overview

Initiative Title

Arts Education Master Plan (AEMP)

Partnership

Arts Council Napa Valley Education Alliance (ACNV EA)

Leadership

Napa Valley Unified School District (NVUSD)

NVUSD Board of Education

NVUSD Superintendent

NVUSD Assistant Superintendents

NVUSD Instructional Support Services

NVUSD Achievement & Innovation

NVUSD Teaching & Learning

NVUSD Information Technology (IT)

NVUSD Communication Department

NVUSD Transportation

NVUSD Principal Leadership

NVUSD Building & Facility Coordinator

Napa County & Municipal Planning Agencies

Visual & Performing Arts

NVUSD Visual & Performing Arts Coordinator (VAPA Coordinator)

NVUSD Visual & Performing Arts Leadership (VAPA Leadership)

NVUSD Visual & Performing Arts Cadre (VAPA Cadre)

NVUSD Visual & Performing Arts Educators (TK-12 VAPA Educators)

	Preliminary • 90 Days	Year 1 Outcomes	Year 2 Outcomes	Year 3 Outcomes	Year 4 Outcomes	Year 5 Outcomes
	May - July 2016	August 2016 - June 2017	July 2017 - June 2018	July 2018 - June 2019	July 2019 - June 2020	July 2020 - June 2021
Global Outcomes	<p>Mar 31 Stakeholder & Funder Quorum commitment confirmed and cultivated by ACNV EA to co-fund VAPA Coordinator position.</p> <p>May 5 Board of Education NVUSD ACNV EA Arts Education Master Plan (AEMP) presentation.</p> <p>May 19 NVUSD Board of Education Vote</p> <p>(A) Appoint Qualified Full-Time VAPA Coordinator Superintendent Appoint & introduce the NVUSD VAPA Coordinator to the community.</p> <p>Announcements NVUSD Superintendent ACNV EA Formal announcement of the AEMP by NVUSD Superintendent, Arts Council Napa Valley Education Alliance & Festival Napa Valley</p> <p>Announcement FNV Festival Napa Valley official announcement at Gala Event of NVUSD Arts Education Master Plan partnership.</p>	<p>Planning & Development Arts Education Master Plan</p> <p>ARENA of FOCUS: Design & Create Arts Education Master Plan (A / H / I / L / T) Magnify NVUSD Board of Education approved district policy that identifies Music as a 21st Century Skill. Expand the policy to include Visual Arts, Theatre, Dance & Media Arts.</p> <p>Orientation & Preparation VAPA Coordinator NVUSD Education Center Departments VAPA Leadership VAPA Cadre TK-12 VAPA Educators ACNV EA Protocols and procedures between all entities established.</p> <p>Lead the Process for Building Shared Mission, Core Values & Unified Evaluation VAPA Coordinator Supported by: VAPA Leadership VAPA Cadre VAPA Educators ACNV EA Design and develop the NVUSD VAPA Educators ACNVEA Shared Mission, Core Values & Unified Evaluation for the AEMP that include: Community Stakeholders Arts Organizations Funders</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator VAPA Leadership VAPA Cadre NVUSD ACNV EA Collaborate & create NVUSD VAPA + ACNVEA Arts Education Master Plan print and media promotional materials for donor presentations, summer festivals, all schools and community events.</p>	<p>Launch & Implement Arts Education Master Plan</p> <p>ARENAS of FOCUS: Develop New & Improve Existing Systems (J / K / E / N / M / F)</p> <p>Assess & Implement Human Resources (B / D / C / P)</p> <p>Global VAPA Coordinator VAPA Leadership VAPA Educators Support NVUSD VAPA personnel expansion and/or reallocation.</p> <p>Guide & support NVUSD VAPA curriculum implementation.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 1 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator VAPA Leadership VAPA Cadre NVUSD ACNV EA Collaborate and advise all entities in collective support, messaging and development.</p>	<p>Maintain Arts Education Master Plan</p> <p>Global VAPA Coordinator VAPA Leadership VAPA Educators Support NVUSD VAPA personnel expansion and/or reallocation.</p> <p>Guide, support & maintain NVUSD VAPA curriculum implementation.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 2 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator VAPA Leadership VAPA Cadre NVUSD ACNV EA Collaborate and advise all entities in collective support, messaging and development.</p>	<p>Maintain Arts Education Master Plan</p> <p>Global VAPA Coordinator VAPA Leadership VAPA Educators Support NVUSD VAPA personnel expansion and/or reallocation.</p> <p>Guide, support & maintain NVUSD VAPA curriculum implementation.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 3 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator VAPA Leadership VAPA Cadre NVUSD ACNV EA Collaborate and advise all entities in collective support, messaging and development.</p> <p>Develop Sustainability Plan for Year 6 Begin developing sustainability planning to extend the project beyond the five-year initiative.</p>	<p>Maintain & Sustain Arts Education Master Plan</p> <p>Global VAPA Coordinator VAPA Leadership VAPA Educators Support NVUSD VAPA personnel expansion and/or reallocation.</p> <p>Guide, support & maintain NVUSD VAPA curriculum implementation.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 4 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator VAPA Leadership VAPA Cadre NVUSD ACNV EA Collaborate and advise all entities in collective support, messaging and development.</p> <p>Implement Sustainability Plan for Year 6 Implement sustainability plan that extends the project beyond the five-year initiative. Begins July 2021.</p>
<p>Unified Evaluation NVUSD Visual & Performing Arts Coordinator (<i>VAPA Coordinator</i>)</p> <p>Arts Council Napa Valley Education Alliance (<i>ACNV EA</i>)</p> <p>NVUSD Visual & Performing Arts Leadership (<i>VAPA Leadership</i>)</p> <p>NVUSD Visual & Performing Arts Cadre (<i>VAPA Cadre</i>)</p> <p>NVUSD Visual & Performing Arts Educators (<i>All VAPA Educators</i>)</p>	<p>Unified Evaluation VAPA Coordinator VAPA Leadership VAPA Cadre VAPA Educators ACNV EA Commence initial process organizing participants to begin design of the <i>Unified Evaluation</i> - a measurement and reporting system that uses a Shared Mission and Core Values for all partners (NVUSD + ACNV EA) to evaluate the effectiveness of the AEMP implementation.</p> <p>ACNV EA provides support to the AEMP by doing what each partner and organization excels at and uses a common measurement and reporting system to periodically evaluate impact. NVUSD + ACNVEA reviews findings and makes refinements as needed.</p> <p>Complete the Unified Evaluation. Deploy measurement system to VAPA Educators and ACNV EA. Report findings at the conclusion of Year 1 or at the start of Year 2.</p>	<p>Unified Evaluation VAPA Coordinator VAPA Leadership VAPA Cadre VAPA Educators ACNV EA Continue the Unified Evaluation - Report findings at the conclusion of Year 2 or at the start of Year 3.</p> <p>Internal Evaluation (optional) VAPA Coordinator Assistant Superintendent NVUSD Teaching & Learning NVUSD Board of Education Collect baseline data to begin longitudinal study and performance assessment measures. Preliminary data will review demographics, student attendance, current arts education class enrollments, disciplinary referrals and suspensions, standardized test performance results, student and teacher transiency rates and gender breakdown.</p>	<p>Unified Evaluation VAPA Coordinator VAPA Leadership VAPA Cadre VAPA Educators ACNV EA Continue the Unified Evaluation - Report findings at the conclusion of Year 3 or at the start of Year 4.</p> <p>Internal Evaluation (optional) VAPA Coordinator Assistant Superintendent NVUSD Teaching & Learning NVUSD Board of Education Compare Year 3 data with baseline data movement to include: Improved student attendance, reduction in disciplinary referrals & suspensions, increased arts education class enrollments, higher levels of motivation & early trends in academic gains. Student and teacher transiency rates and gender breakdown. Data analysis continues to guide implementation.</p>	<p>Unified Evaluation VAPA Coordinator VAPA Leadership VAPA Cadre VAPA Educators ACNV EA Continue the Unified Evaluation - Report findings at the conclusion of Year 4 or at the start of Year 5.</p> <p>Internal Evaluation (optional) VAPA Coordinator Assistant Superintendent NVUSD Teaching & Learning NVUSD Board of Education Compare Year 4 data with baseline data movement to include: Improved student attendance, reduction in disciplinary referrals & suspensions, increased arts education class enrollments, higher levels of motivation & early trends in academic gains. Student and teacher transiency rates and gender breakdown. Data analysis continues to guide implementation.</p>	<p>Unified Evaluation VAPA Coordinator VAPA Leadership VAPA Cadre VAPA Educators ACNV EA Continue and conclude the Unified Evaluation - Report findings at the conclusion of Year 5. Review the process and determine continuation during sustainability phase of the initiative.</p> <p>Internal Evaluation (optional) VAPA Coordinator Assistant Superintendent NVUSD Teaching & Learning NVUSD Board of Education Document trends in data to reflect causality of an improved arts education programs with increases in: academic achievement, graduation rates, previous leading indicators & other data. Summation report on NVUSD Arts Education Master Plan longitudinal study delivered from VAPA Coordinator, ACNVEA and/or an external evaluator.</p>	

	Year 1 Outcomes		Year 2 Outcomes	Year 3 Outcomes	Year 4 Outcomes	Year 5 Outcomes
	August 2016 - June 2017		July 2017 - June 2018	July 2018 - June 2019	July 2019 - June 2020	July 2020 - June 2021
<p>Arts Education Curriculum Design Scheduling Professional Development Personnel</p> <p>NVUSD Visual & Performing Arts Coordinator NVUSD Achievement & Innovation NVUSD Teaching & Learning Principal Leadership NVUSD VAPA Leadership NVUSD VAPA Cadre Arts Council Napa Valley Education Alliance</p>	<p>Cultivate & Confirm the VAPA Cadre VAPA Coordinator + VAPA Leadership NVUSD Principal Leadership (representatives) ACNVEA Cultivate and confirm arts educators & school leaders from each discipline, per grade division, to serve on the curriculum design team. 13 compensated educators from: > Instrumental > Choral > Visual Arts > Theatre > Dance > Media Arts</p> <p>Principal Leadership maintain dialogue during curriculum design and implementation phases.</p> <p>Analyze the Current Visual & Performing Arts Curriculum VAPA Coordinator VAPA Leadership VAPA Cadre NVUSD Achievement & Innovation NVUSD Teaching & Learning</p> <p>Analyze the current NVUSD arts education resources to more effectively serve a larger student population. Develop a timeline to identify multi-layered restructuring of arts education personnel and resources. Collaborate with NVUSD Achievement & Innovation and NVUSD Teaching and Learning for alignment and compliances.</p>	<p>(H) Design & Complete TK-12 Curriculum & Articulation VAPA Coordinator + VAPA Leadership + VAPA Cadre + Principal Leadership NVUSD Achievement & Innovation NVUSD Teaching & Learning Paid release time (weekends after school) provided for NVUSD Visual & Performing Arts Leadership Team and Cadre to design & complete sequential, standards-based curriculum for grades TK-12. General Music, Instrumental Music, Choral Music, Visual Arts, Theatre, Dance & Media Arts. Review current Visual & Performing Arts Educator teaching assignments & determine the most effective use of expertise. In addition, professional development assessment design & evaluation are to be included. Resources lists will be determined & materials created as required.</p> <p>(T) Scheduling for Access VAPA Coordinator + VAPA Leadership + VAPA Cadre + Principal Leadership NVUSD Teaching & Learning Create TK-12 equitable scheduling for VAPA education ^pending daily academic schedule votes from Napa High School and Vintage High School . ^Alignment of five (5) high school schedules and five (5) middle school schedules with expanded elementary school offerings. Expand class offerings for extreme accelerated advocates and one [1] general class for high schools students only interested with fulfilling the one-year requirement. Present proposed schedule for approval to: Assistant Superintendent NVUSD Teaching & Learning NVUSD Board of Education</p> <p>Expansion & Reallocation (Preparation) VAPA Coordinator + VAPA Leadership + VAPA Cadre + Principal Leadership NVUSD Teaching & Learning Elementary positions may serve Middle School. Elementary positions may serve High School. Middle School positions may serve Elementary Schools Middle School positions may serve High School (<i>Current High School positions of influence will remain to include Choral, Instrumental, Visual Arts, Theatre, Dance and Media Arts and will not become transient assignments</i>)</p> <p>Grades 6 - 8 *expansion and/or reallocation of VAPA Educators TBD.</p> <p>*Funding source will be external from the ACNVEA for personnel salaries and benefit packages in partnership with existing funded personnel allocation from the NVUSD.</p> <p>Interview & Hire New VAPA Educators VAPA Coordinator + VAPA Leadership NVUSD Teaching & Learning + Principal Leadership</p>	<p>(T) Scheduling for Access Implementation of the VAPA Curriculum VAPA Coordinator + VAPA Leadership + VAPA Cadre Principal Leadership NVUSD Teaching & Learning Implement TK-12 equitable arts education curriculum to include expanded elementary school offerings. Implement class offerings for extreme accelerated advocates and one [1] general class for high schools students only interested with fulfilling the one-year requirement.</p> <p>(D) Increase*, Fund & Maintain Personnel VAPA Coordinator + VAPA Leadership NVUSD Teaching & Learning Assistant Superintendents TK - 3 *Expansion and/or reallocation of VAPA Educators in all twenty (20) elementary schools: for General/Choral Music, Theatre, Dance & Media Arts.</p> <p>Grade 4 & Grade 5 *expansion and/or reallocation of VAPA Educators for Band, Strings and Vocal disciplines.</p> <p>Projected TK-5: 12 positions as part of *expansion and/or reallocation to include: (2) General Music, (5) Band Strings Vocal, (2) Visual Arts, (2) Dance & (2) Theatre & (1) Media Arts.</p> <p>Total TK-5 *expansion/reallocation: 14</p> <p>Expansion & Reallocation VAPA Coordinator + VAPA Leadership VAPA Educators NVUSD Teaching & Learning + Principal Leadership Elementary positions may serve Middle School. Elementary positions may serve High School. Middle School positions may serve Elementary Schools Middle School positions may serve High School (<i>Current High School positions of influence will remain to include Choral, Instrumental, Visual Arts, Theatre, Dance and Media Arts and will not become transient assignments</i>)</p> <p>Grades 6 - 8 *expansion and/or reallocation of VAPA Educators TBD.</p> <p>Deploy Master Plan Grades 9 - 12 *expansion and/or reallocation of VAPA Educators TBD.</p> <p>(F) Establish Consistent VAPA Funding VAPA Coordinator + TK-12 VAPA Educators Monitor, evaluate, refine & support all curriculum implementations.</p> <p>*Funding source will be external from the ACNVEA for personnel salaries and benefit packages in partnership with existing funded personnel allocation from the NVUSD.</p>	<p>(T) Scheduling for Access Continued Implementation of the VAPA Curriculum VAPA Coordinator + VAPA Leadership + VAPA Cadre Principal Leadership NVUSD Teaching & Learning Continue TK-12 equitable scheduling for VAPA classes32.0 adding ^seven period day academic schedule from Napa High School and Vintage High School . ^Alignment of five (5) high school schedules and five (5) middle school schedules with expanded elementary school offerings</p> <p>Continue class offerings for extreme accelerated advocates and one [1] general class for high schools students only interested with fulfilling the one-year requirement.</p> <p>(B) Establish & Maintain Professional Development VAPA Coordinator + VAPA Leadership + VAPA Cadre + Principal Leadership NVUSD Achievement & Innovation NVUSD Teaching & Learning Assistant Superintendents Design and fund relevant VAPA Professional Development.</p> <p>Establish VAPA Professional Development as a priority when scheduling site and district sessions. Establish protocols to determine the the use of time, resources and funding to support best practice with VAPA instruction through professional development.</p> <p>(D) Increase*, Fund & Maintain Personnel VAPA Coordinator + VAPA Leadership NVUSD Teaching & Learning Assistant Superintendents Year 2 assignments assessed for effectiveness as it relates to delivering instruction. Expand, reassign and/or maintain VAPA schedules.</p> <p>Expansion & Reallocation VAPA Coordinator + VAPA Leadership Principal Leadership NVUSD Teaching & Learning Year 2 assignments assessed for effectiveness as it relates to delivering instruction. Expand, reassign and/or maintain VAPA schedules.</p> <p>(F) [Maintain] Consistent VAPA Funding VAPA Coordinator + TK-12 VAPA Educators Monitor, evaluate, refine & support all curriculum implementations.</p> <p>*Funding source will be external from the ACNVEA for personnel salaries and benefit packages in partnership with existing funded personnel allocation from the NVUSD.</p>	<p>(T) Scheduling for Access Continued Implementation of the VAPA Curriculum VAPA Coordinator + VAPA Leadership + VAPA Cadre Principal Leadership NVUSD Teaching & Learning Continue TK-12 equitable scheduling for VAPA classes.</p> <p>Continue class offerings for extreme accelerated advocates and one [1] general class for high schools students only interested with fulfilling the one-year requirement.</p> <p>(B) Establish & Maintain Professional Development VAPA Coordinator + VAPA Leadership + VAPA Cadre + Principal Leadership NVUSD Achievement & Innovation NVUSD Teaching & Learning Assistant Superintendents Continues as master plan is implemented.</p> <p>(D) Increase*, Fund & Maintain Personnel VAPA Coordinator + VAPA Leadership NVUSD Teaching & Learning Assistant Superintendents Year 3 assignments assessed for effectiveness as it relates to delivering instruction. Expand, reassign and/or maintain VAPA schedules.</p> <p>Expansion & Reallocation VAPA Coordinator + VAPA Leadership Principal Leadership NVUSD Teaching & Learning Year 3 assignments assessed for effectiveness as it relates to delivering instruction. Expand, reassign and/or maintain VAPA schedules.</p> <p>(F) [Maintain] Consistent VAPA Funding VAPA Coordinator + TK-12 VAPA Educators Monitor, evaluate, refine & support all curriculum implementations.</p> <p>*Funding source will be external from the ACNVEA for personnel salaries and benefit packages in partnership with existing funded personnel allocation from the NVUSD.</p>	<p>(T) Scheduling for Access Continued Implementation of the VAPA Curriculum VAPA Coordinator + VAPA Leadership + VAPA Cadre Principal Leadership NVUSD Teaching & Learning Continue TK-12 equitable scheduling for VAPA classes.</p> <p>Continue class offerings for extreme accelerated advocates and one [1] general class for high schools students only interested with fulfilling the one-year requirement.</p> <p>B) Establish & Maintain Professional Development VAPA Coordinator + VAPA Leadership + VAPA Cadre + Principal Leadership NVUSD Achievement & Innovation NVUSD Teaching & Learning Assistant Superintendents Continues as master plan is implemented.</p> <p>(D) Increase*, Fund & Maintain Personnel VAPA Coordinator + VAPA Leadership NVUSD Teaching & Learning Assistant Superintendents Year 4 assignments assessed for effectiveness as it relates to delivering instruction. Expand, reassign and/or maintain VAPA schedules.</p> <p>Expansion & Reallocation VAPA Coordinator + VAPA Leadership Principal Leadership NVUSD Teaching & Learning Year 4 assignments assessed for effectiveness as it relates to delivering instruction. Expand, reassign and/or maintain VAPA schedules.</p> <p>(F) [Maintain] Consistent VAPA Funding VAPA Coordinator + TK-12 VAPA Educators Monitor, evaluate, refine & support all curriculum implementations.</p> <p>*Funding source will be external from the ACNVEA for personnel salaries and benefit packages in partnership with existing funded personnel allocation from the NVUSD.</p>
<p>Visual & Performing Arts Educators</p> <p>NVUSD Visual & Performing Arts Coordinator NVUSD VAPA Leadership Team NVUSD VAPA Cadre NVUSD TK - 12 VAPA Educators</p>	<p>VAPA Cadre Recruitment VAPA Educators Respond to serve on the VAPA Cadre curriculum design team. 13 compensated positions requiring representation from elementary, middle and high school levels and each discipline (instrumental, choral, visual arts theatre, dance and media arts).</p>	<p>Curriculum Submissions VAPA Educators Submit all curriculum maps, scope & sequence with assessment protocols by September 9, 2016 to VAPA Coordinator for all classes & instruction currently identified as arts education.</p>	<p>TK - 12 Sequential Curriculum Launch NVUSD TK - 12 VAPA Educators Launch of new TK-12 standards-based sequential visual & performing arts curriculum district-wide offering classes in general, instrumental, choral, theatre, visual arts, dance and media arts. Align formative, interim and summative assessments.</p>	<p>TK - 12 Sequential Curriculum Implementation NVUSD TK - 12 VAPA Educators Continuation of TK-12 standards-based sequential visual & performing arts curriculum district-wide offering classes in general, instrumental, choral, theatre, visual arts, dance and media arts. Review & refine formative, interim and summative assessments.</p>	<p>TK - 12 Sequential Curriculum Implementation NVUSD TK - 12 VAPA Educators Continuation of TK-12 standards-based sequential visual & performing arts curriculum district-wide offering classes in general, instrumental, choral, theatre, visual arts, dance and media arts. Review & refine formative, interim and summative assessments.</p>	<p>TK - 12 Sequential Curriculum Implementation NVUSD TK - 12 VAPA Educators Continuation of TK-12 standards-based sequential visual & performing arts curriculum district-wide offering classes in general, instrumental, choral, theatre, visual arts, dance and media arts. Review & refine formative, interim and summative assessments.</p>

	Preliminary • 90 Days	Year 1 Outcomes	Year 2 Outcomes	Year 3 Outcomes	Year 4 Outcomes	Year 5 Outcomes
	May - July 2016	August 2016 - June 2017	July 2017 - June 2018	July 2018 - June 2019	July 2019 - June 2020	July 2020 - June 2021
<p>NVUSD Infrastructure, Systems, Facilities & Resources</p> <p>NVUSD Visual & Performing Arts Coordinator</p> <p>NVUSD Superintendent</p> <p>Assistant Superintendents</p> <p>NVUSD Board of Education</p> <p>NVUSD Instructional Support Services</p> <p>NVUSD Achievement & Innovation</p> <p>NVUSD Teaching & Learning</p> <p>NVUSD Information Technology (IT)</p> <p>NVUSD Communication Department</p> <p>NVUSD Educational Management System</p> <p>NVUSD Transportation</p> <p>NVUSD Principal Leadership</p> <p>NVUSD Building & Facility Coordinator</p> <p>NVUSD VAPA Leadership</p> <p>Napa County & Municipal Planning Agencies</p> <p>Arts Council Napa Valley Education Alliance</p>	<p>Learn NVUSD Systems & Protocols VAPA Coordinator VAPA Leadership ACNV EA VAPA Coordinator to learn NVUSD systems and protocols. Acquaint professionally with all department heads and understand how district systems function.</p> <p>Create & Implement VAPA Communication System VAPA Coordinator Create and establish communication system for immediate dissemination/response protocols for all NVUSD and VAPA information.</p> <p>Support Principal Leadership VAPA Coordinator Improve communication with Principal Leadership on the AEMP. Support NVUSD Principal Leadership by disseminating information to VAPA Educators that does not require constant oversight from school site administration.</p> <p>Online Surveys VAPA Coordinator NVUSD Information Technology NVUSD Communication Department Monitor and organize responses from online surveys for educators, parents, students, and principals beginning May 1 and concluding September 6.</p> <p>Website preparation for unique URL or region of the NVUSD website dedicated to the AEMP.</p> <p>Coordinate with NVUSD IT Department to outline recommended support and service improvements to develop an arts education internal web-based delivery system and external public content access.</p> <p>(I) Petition to Align District Policies & Protocols VAPA Coordinator TK-12 VAPA Educators Magnify NVUSD Board of Education approved district policy that identifies Music as a 21st Century Skill. Expand the policy to include Visual Arts, Theatre, Dance & Media Arts.</p> <p>Clarify course descriptions to determine VAPA class curriculum and experiences that may be the same or unique to each high school site.</p> <p>Inventory/assess/purchase & distribute resources/ equipment to designated elementary, middle and high schools needs lists and requests.</p>	<p>(E) Investigate All NVUSD & Community Facility Options NVUSD Building & Facility Coordinator VAPA Coordinator VAPA Leadership VAPA Cadre TK-12 VAPA Educators ACNV EA Napa County & Municipal Planning Agencies Partnership with Napa County and Municipal Planning Agencies to maximize existing NVUSD and community facilities through collaboration. Create and renovate NVUSD facilities to include redesign and remodel of existing structures. Expansion of exhibition and performance spaces to be included.</p> <p>(C) Communication & Collaboration VAPA Coordinator NVUSD Leadership Parents & Community TK-12 VAPA Educators ACNV EA Improve communication practices internally with entire VAPA Educator network district-wide and externally with ACNVEA. Articulation and collaboration for all VAPA disciplines established to align best practices and strengthen sequential learning trajectory.</p> <p>(I) Petition to Align District Policies & Protocols VAPA Coordinator TK-12 VAPA Educators Continues as needed.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator Continues as master plan is implemented.</p> <p>Support VAPA Coordinator TK-12 VAPA Educators Inventory/assess/purchase & distribute resources/ equipment to designated elementary, middle and high schools needs lists and requests.</p>	<p>(N) Transportation Funding & Scheduling VAPA Coordinator NVUSD Transportation Director Dedicated funding from the Funders* for curriculum-related field trip experiences. Evaluation and improvements to be incorporated for bus access and scheduling protocols.</p> <p>(K) Develop & Utilize VAPA Infrastructure VAPA Coordinator NVUSD Building & Facility Director Assistant Superintendents Launch VAPA Resource Center and Repair Division to create a repository of materials, resources and equipment. A repair division, either housed within a district facility or a network of improved protocols for repairing and maintaining equipment.</p> <p>(E) Investigate All NVUSD & Community Facility Options VAPA Coordinator NVUSD Building & Facility Director VAPA Leadership VAPA Cadre TK-12 VAPA Educators ACNV EA Napa County & Municipal Planning Agencies Continues in conjunction with NVUSD and the Napa County and Municipal Planning Agencies.</p> <p>(C) Communication & Collaboration VAPA Coordinator + TK-12 VAPA Educators Continues as master plan is implemented.</p> <p>(P) Community & Professional Exposure VAPA Coordinator + ACNV EA Develop a stronger connections with the community. Real world connections to VAPA professional and specialists.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator Continues as master plan is implemented.</p> <p>Support VAPA Coordinator TK-12 VAPA Educators Inventory/assess/purchase & distribute resources/ equipment to designated elementary, middle and high schools needs lists and requests.</p>	<p>(J) Purchase, Integrate & Maintain Technology VAPA Coordinator + VAPA Leadership + VAPA Cadre TK-12 VAPA Educators NVUSD IT & Communication Department Integrate appropriate arts education-related software on industry-standard computers into daily instruction. Establish infrastructure for technical support and professional development.</p> <p>(M) Explore Alternative Options for Educational Management System VAPA Coordinator + VAPA Leadership + VAPA Cadre NVUSD Achievement & Innovation NVUSD Teaching & Learning Customization of current EMS to better reflective classroom learning. Influencing NVUSD Leadership to explore and agree on other systems that allow for differentiation of the VAPA curriculum.</p> <p>(N) Transportation Funding & Scheduling VAPA Coordinator NVUSD Transportation Director Continue funding for curriculum-related field trip experiences. Evaluation and improvements to be incorporated for bus access and scheduling protocols.</p> <p>(K) Develop & Utilize VAPA Infrastructure VAPA Coordinator NVUSD Building & Facility Director Assistant Superintendents Maintain VAPA Resource Center and Repair Division.</p> <p>(E) Investigate All NVUSD & Community Facility Options NVUSD Building & Facility Director VAPA Coordinator + VAPA Leadership + VAPA Cadre TK-12 VAPA Educators ACNV EA Napa County & Municipal Planning Agencies Continues in conjunction with NVUSD and the Napa County and Municipal Planning Agencies.</p> <p>(C) Communication & Collaboration VAPA Coordinator + TK-12 VAPA Educators Continues as master plan is implemented.</p> <p>(P) Community & Professional Exposure VAPA Coordinator + ACNVEA Develop a stronger connections with the community. Real world connections to VAPA professional and specialists.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator + TK-12 VAPA Educators Continues as master plan is implemented.</p> <p>Support VAPA Coordinator TK-12 VAPA Educators Inventory/assess/purchase & distribute resources/ equipment to designated elementary, middle and high schools needs lists and requests.</p>	<p>(J) Purchase, Integrate & Maintain Technology VAPA Coordinator + VAPA Leadership + VAPA Cadre TK-12 VAPA Educators NVUSD IT & Communication Department Continue integration of technology as it empowers youth in all TK-12 VAPA classes.</p> <p>(M) Implement Educational Management System that serves VAPA Learning Outcomes VAPA Coordinator + VAPA Leadership + VAPA Cadre NVUSD Achievement & Innovation NVUSD Teaching & Learning Customization of current EMS to better reflective classroom learning. NVUSD Leadership activates other systems that allow for differentiation of the VAPA curriculum.</p> <p>(N) Transportation Funding & Scheduling VAPA Coordinator NVUSD Transportation Director Continues as master plan is implemented.</p> <p>(K) Develop & Utilize VAPA Infrastructure VAPA Coordinator NVUSD Building & Facility Director Assistant Superintendents Maintain VAPA Resource Center and Repair Division.</p> <p>(E) Investigate All NVUSD & Community Facility Options NVUSD Building & Facility Director VAPA Coordinator + VAPA Leadership + VAPA Cadre TK-12 VAPA Educators ACNV EA Napa County & Municipal Planning Agencies Continues in conjunction with NVUSD and the Napa County and Municipal Planning Agencies.</p> <p>(C) Communication & Collaboration VAPA Coordinator + TK-12 VAPA Educators Continues as master plan is implemented.</p> <p>(P) Community & Professional Exposure VAPA Coordinator + ACNVEA Develop a stronger connections with the community (Alliance). Real world connections to VAPA professional and specialists.</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator + TK-12 VAPA Educators Continues as master plan is implemented.</p> <p>Support VAPA Coordinator TK-12 VAPA Educators Inventory/assess/purchase & distribute resources/ equipment to designated elementary, middle and high schools needs lists and requests.</p>	

	Preliminary • 90 Days	Year 1 Outcomes	Year 2 Outcomes	Year 3 Outcomes	Year 4 Outcomes	Year 5 Outcomes
	May - July 2016	August 2016 - June 2017	July 2017 - June 2018	July 2018 - June 2019	July 2019 - June 2020	July 2020 - June 2021
<p>Arts Council Napa Valley Education Alliance</p> <p>Arts Council Napa Valley Education Alliance (ACNV EA) is a coalition of educators, teaching artists, arts executives, funders and philanthropists, as well as community member advocates. In partnership, these individuals and organizations are working collaboratively on an initiative to support and build a new sustainable model for arts education in our schools. Alliance members share a belief that both visual and performing arts are essential to a comprehensive education for every child in Napa County.</p> <p>NVUSD Visual & Performing Arts Coordinator</p> <p>Festival Napa Valley (FNV)</p>	<p>March 31 Stakeholder & Funder Quorum commitment confirmed and cultivated by ACNVEA to co-fund VAPA Coordinator position.</p> <p>May 5 Board of Education NVUSD Arts Education Master Plan (AEMP) presentation.</p> <p>May 19 NVUSD Board of Education Vote</p> <p>Announcements NVUSD Superintendent ACNV EA Formal announcement of the AEMP by NVUSD Superintendent, Arts Council Napa Valley Education Alliance & Festival Napa Valley</p> <p>Announcement FNV Festival Napa Valley official announcement at Gala Event of AEMP partnership.</p> <p>ACNV EA Review and update membership structure. (A) Partnerships (C) Infrastructure</p> <p>Establish relevant Action Task Force Groups targeting specific areas to support the AEMP.</p> <p>Online Surveys Monitor and organize responses from online surveys for community stakeholders and arts organizations May 20 and concluding September 6.</p>	<p>Collaborate in the Process for Building Shared Mission, Core Values & Unified Evaluation ACNV EA Supported by: VAPA Coordinator VAPA Leadership VAPA Cadre VAPA Educators Design and develop the NVUSD ACNV EA Shared Mission, Core Values & Unified Evaluation for the AEMP. (D) Vision</p> <p>Implement Shared Mission, Values & Unified Evaluation Implement NVUSD + ACNV EA Shared Mission, Core Values & Unified Evaluation measures in alignment with the AEMP.</p> <p>Commit to the Refinement of Intent Launch Advocacy Campaign ACNV EA Community Stakeholders Arts Organizations Funders Areas for Development (see Partners_Final) (A) Partnerships (B) Diversity (C) Infrastructure (D) Vision (E) Curriculum (F) Equity (G) Inspiration (H) Public Relations (A-H Partners exclusive)</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator + VAPA Leadership + VAPA Cadre NVUSD ACNV EA Continue to collaborate & create AEMP print and media promotional materials for donor presentations, summer festivals, all schools and community events.</p> <p>(F) Establish Consistent VAPA Funding Launch VAPA Fund Development Campaign Identify Lead Fundraiser Volunteer Train & direct volunteer presenters advocates September 19</p> <p>FNV Final year for Fund-A-Need requests and distributions. All funds from 2017 moving forward will be in alignment with the AEMP.</p> <p>Online Surveys Share responses from online surveys for community stakeholders and arts organizations.</p> <p>Unified Evaluation Commence initial process to begin organizing participants to design the Unified Evaluation - a measurement and reporting system that uses the Shared Mission and Core Values for all partners (NVUSD + ACNV EA) to evaluate the effectiveness of the AEMP implementation.</p> <p>ACNV EA provides support to the AEMP by doing what each partner and organization excels at and uses a common measurement and reporting system to periodically evaluate impact. NVUSD + ACNVEA reviews findings and makes refinements as needed.</p>	<p>Cultivate & Build Public Will for the Arts ACNV EA + ACNV EA Coordinator VAPA Coordinator VAPA Leadership ACNV EA represents a coalition that expect a TK-12 sequential arts education curriculum for all students while cultivating community support for all the arts in the Napa Valley region.</p> <p>Continued work is recommended to clarify the actions and collaborative intent of this progressive approach.</p> <p>Collaborate and advise all entities in collective support, messaging and development.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 1 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>Continue Advocacy Campaign ACNV EA ACNV EA Coordinator</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator VAPA Leadership VAPA Cadre NVUSD ACNV EA Continues as master plan is implemented.</p> <p>(F) Establish Consistent VAPA Funding Continue VAPA Fund Development Campaign</p> <p>ACNV EA Coordinator Prioritize and disseminate funds in accordance with the AEMP and Funder support.</p> <p>ACNV EA Alliance Executive Team Expansion</p>	<p>Cultivate & Build Public Will for the Arts Continues as master plan is implemented.</p> <p>ACNV EA VAPA Coordinator + VAPA Leadership Collaborate and advise all entities in collective support, messaging and development.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 2 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>Continue Advocacy Campaign ACNV EA Coordinator ACNV EA</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator + VAPA Leadership + VAPA Cadre NVUSD ACNV EA Continues as master plan is implemented.</p> <p>(F) Establish Consistent VAPA Funding Sustain VAPA Fund Development Campaign</p> <p>ACNV EA Coordinator Prioritize and disseminate funds in accordance with the AEMP and Funder support.</p> <p>ACNV EA Alliance Executive Team Expansion</p>	<p>Cultivate & Build Public Will for the Arts Continues as master plan is implemented.</p> <p>ACNV EA VAPA Coordinator + VAPA Leadership Collaborate and advise all entities in collective support, messaging and development.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 3 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>Continue Advocacy Campaign ACNVEA Coordinator ACNVEA</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator + VAPA Leadership + VAPA Cadre NVUSD ACNV EA Continues as master plan is implemented.</p> <p>Develop Sustainability Plan for Year 6 Begin developing sustainability planning to extend the project beyond the five-year initiative.</p> <p>(F) Establish Consistent VAPA Funding Sustain VAPA Fund Development Campaign</p> <p>ACNV EA Coordinator Prioritize and disseminate funds in accordance with the AEMP and Funder support.</p> <p>ACNV EA Alliance Executive Team Expansion</p>	<p>Cultivate & Build Public Will for the Arts Continues as master plan is implemented.</p> <p>ACNV EA VAPA Coordinator + VAPA Leadership Collaborate and advise all entities in collective support, messaging and development.</p> <p>Evaluate Progress with Unified Evaluation Reflect and evaluate on Year 4 effectiveness and impact of benchmarks and milestone targets using Unified Evaluation.</p> <p>Continue Advocacy Campaign ACNV EA Coordinator ACNV EA</p> <p>(L) Message & Awareness of VAPA Value VAPA Coordinator + VAPA Leadership + VAPA Cadre NVUSD ACNV EA Continues as master plan is implemented.</p> <p>Implement Sustainability Plan for Year 6 Implement sustainability plan that extends the project beyond the five-year initiative. Begins July 2021.</p> <p>(F) Establish Consistent VAPA Funding Sustain VAPA Fund Development Campaign</p> <p>ACNV EA Coordinator Prioritize and disseminate funds in accordance with the AEMP and Funder support.</p> <p>ACNV EA Alliance Executive Team Expansion</p>

appendix B

budget

nvusd aemp budget - year 1

year 1 curriculum design super saturdays	daily saturday rate		sub-total	vapa team members	vapa team members daily cost	number of daily sessions	projected cost		
vapa leadership cost	\$175.00			6	\$1,050.00	6	\$6,300.00	aug, sep, oct, nov 2016, jan & feb 2017	
vapa cadre cost	\$175.00			7	\$1,225.00	6	\$7,350.00	aug, sep, oct, nov 2016, jan & feb 2017	
						sub-total	\$13,650.00		
year 1 curriculum design afterschool	hourly afterschool rate	number of hours per session	sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$50.00	2	\$100.00	6	\$600.00	5	\$3,000.00	sep, oct, nov 2016, jan & feb 2017	
vapa cadre cost	\$50.00	2	\$100.00	7	\$700.00	5	\$3,500.00	sep, oct, nov 2016, jan & feb 2017	
						sub-total	\$6,500.00		
						year 1 total	\$20,150.00		
						total curriculum costs for Year 1	\$20,150.00		
				associated costs					
				acnvea co-fund of vapa coordinator	annual rate	number of years co-funded position*	projected amount		
				40% cost	\$50,000.00	1	-\$50,000.00		*Years 1-3 guaranteed funding from ACNVEA
				nvusd maintained vapa support	current annual budget	number of years	2016 - NVUSD current rate of support for VAPA personnel, benefits, facilities & related costs to be maintained.		
				2016-2017	\$4,000,000.00	1	\$4,000,000.00		
							\$4,020,150.00		TOTAL Year 1 Projected Cost

nvusd aemp budget - years 2 - 5

year 2 curriculum refine super saturdays	hourly saturday rate		sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$175.00			6	\$1,050.00	4	\$4,200.00	aug, sep, oct, nov 2017, jan & feb 2018	
vapa cadre cost	\$175.00			7	\$1,225.00	4	\$4,900.00	aug, sep, oct, nov 2017, jan & feb 2018	
							\$9,100.00		
year 2 curriculum refine afterschool	hourly afterschool rate	number of hours per session	sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$50.00	2	\$100.00	6	\$600.00	2	\$1,200.00	sep, oct, nov 2017, jan & feb 2018	
vapa cadre cost	\$50.00	2	\$100.00	7	\$700.00	2	\$1,400.00	sep, oct, nov 2017, jan & feb 2018	
							\$2,600.00		
						year 2 total	\$11,700.00	not to exceed \$12,000.00	
year 3 curriculum refine super saturdays	hourly saturday rate		sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$175.00			6	\$1,050.00	4	\$4,200.00	aug, sep, oct, nov 2018, jan & feb 2019	
vapa cadre cost	\$175.00			7	\$1,225.00	4	\$4,900.00	aug, sep, oct, nov 2018, jan & feb 2019	
							\$9,100.00		
year 3 curriculum refine afterschool	hourly afterschool rate	number of hours per session	sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$50.00	2	\$100.00	6	\$600.00	2	\$1,200.00	sep, oct, nov 2018, jan & feb 2019	
vapa cadre cost	\$50.00	2	\$100.00	7	\$700.00	2	\$1,400.00	sep, oct, nov 2018, jan & feb 2019	
							\$2,600.00		
						year 3 total	\$11,700.00	not to exceed \$12,000.00	
year 4 curriculum refine super saturdays	hourly saturday rate		sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$175.00			6	\$1,050.00	4	\$4,200.00	aug, sep, oct, nov 2019, jan & feb 2020	
vapa cadre cost	\$175.00			7	\$1,225.00	4	\$4,900.00	aug, sep, oct, nov 2019, jan & feb 2020	
							\$9,100.00	not to exceed \$12,000.00	
year 4 curriculum refine afterschool	hourly afterschool rate	number of hours per session	sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$50.00	2	\$100.00	6	\$600.00	2	\$1,200.00	sep, oct, nov 2019, jan & feb 2020	
vapa cadre cost	\$50.00	2	\$100.00	7	\$700.00	2	\$1,400.00	sep, oct, nov 2019, jan & feb 2020	
							\$2,600.00		
						year 4 total	\$11,700.00	not to exceed \$12,000.00	
year 5 curriculum sustain super saturdays	hourly saturday rate		sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$175.00			6	\$1,050.00	4	\$4,200.00	aug, sep, oct, nov 2020, jan & feb 2021	
vapa cadre cost	\$175.00			7	\$1,225.00	4	\$4,900.00	aug, sep, oct, nov 2020, jan & feb 2021	
							\$9,100.00		
year 5 curriculum sustain afterschool	hourly afterschool rate	number of hours per session	sub-total	vapa team members	vapa team members daily cost	number of sessions			
vapa leadership cost	\$50.00	2	\$100.00	6	\$600.00	2	\$1,200.00	sep, oct, nov 2020, jan & feb 2021	
vapa cadre cost	\$50.00	2	\$100.00	7	\$700.00	2	\$1,400.00	sep, oct, nov 2020, jan & feb 2021	
							\$2,600.00		
						year 5 total	\$11,700.00	not to exceed \$12,000.00	
						total curriculum costs for Years 2-5	\$46,800.00		
				nvusd maintained vapa support	current annual budget	number of years	2016 - NVUSD current rate of support for VAPA personnel, benefits, facilities & related costs to be maintained.		
				2016-2021	\$4,000,000.00	4	\$16,000,000.00		
						projected total costs for nvusd aemp implementation	\$16,046,800.00		Years 2-5 Projected NVUSD Costs

acnvea aemp budget - years 2 - 5

^years 2 - 5 acnvea funding for vapa coordinator	vapa educator expansion reallocation years 2-5^ acnvea funded	current average annual salary & benefit package*	number of years*	*Figure is based on a NVUSD average salary & benefit package of \$81,000.00 for an estimated 8-14 VAPA Educators each. VAPA staff will be strategically reallocated to best serve students & the curriculum.			
	8-14 vapa educators	\$81,000.00	4	\$2,592,000.00	to \$4,536,000.00		
\$200,000.00				\$200,000.00	\$200,000.00		
			Years 2-5 Projected Cost	\$2,792,000.00	to \$4,736,000.00	^Projected total costs for possible NVUSD AEMP VAPA Educator expansion reallocation aligned with ACNVEA fundraising goals.	

appendix C

ideation

Arenas of Focus						
Year 1	Hire Qualified VAPA Coordinator A	Design & Complete TK-12 Curriculum & Articulation H	Petition to Align District Policies & Protocols I	Message & Awareness of VAPA Value L	Scheduling for Access T	Design & Create Arts Education Master Plan
Purchase, Integrate & Maintain Technology J	Develop & Utilize VAPA Infrastructure K	Investigate All VAPA Facility Options E	Transportation Funding & Scheduling N	Explore Alternative Options for Educational Management System M	Establish Consistent VAPA Funding F	Develop New & Improve Existing Systems
		Establish & Maintain Professional Development B	Increase, Fund & Maintain Personnel D	Communication & Collaboration C	Community & Professional Exposure P	Assess & Implement Human Resources

Arena of Focus - Year 1

Hire Qualified VAPA Coordinator	Design & Complete TK-12 Curriculum & Articulation	Petition to Align District Policies & Protocols	Message & Awareness of VAPA Value	Scheduling for Access	Design & Create Arts Education Master Plan
A	H	I	L	T	
<p style="text-align: center;">Define VAPA Coordinator Position</p> <p style="text-align: center;">VAPA Coordinator Advocates for Uniqueness of Instrumental Music</p> <p style="text-align: center;">Visual Art Representation for VAPA Coordinator Position</p> <p style="text-align: center;">VAPA Coordinator Credentialed in Art or Music</p>	<p style="text-align: center;">TK-12 Vertical Articulation</p> <p style="text-align: center;">Implement TK-3 VAPA Program</p> <p style="text-align: center;">Alignment with NVUSD Initiatives & VAPA Instruction</p> <p style="text-align: center;">Develop TK-12 Visual Arts Sequential Vertical Articulation</p> <p style="text-align: center;">Develop & Build Sequential TK-12 Instrumental Vertical Alignment</p> <p style="text-align: center;">Implement Sequential, Performance-Based Curriculum with Deeper Scope</p> <p style="text-align: center;">Align High School Elective Credit Requirement</p> <p style="text-align: center;">Annual VAPA Requirement with Middle School & High School</p>	<p style="text-align: center;">Develop Waiver Program for Instrumental Music</p> <p style="text-align: center;">Reassess VAPA District Protocols</p>	<p style="text-align: center;">Art is Core Curriculum</p> <p style="text-align: center;">Promote VAPA as Core Curriculum</p>	<p style="text-align: center;">Scheduling for Access</p> <p style="text-align: center;">7 Period Day for Middle School & High School</p> <p style="text-align: center;">Deconstruct & Improve Scheduling</p> <p style="text-align: center;">TK-12 Art Class Equitable Scheduling</p> <p style="text-align: center;">Skill-Based or Grade-Based Scheduling In All Performance Ensembles</p>	

Arena of Focus						
Purchase, Integrate & Maintain Technology	Develop & Utilize VAPA Infrastructure	Investigate All VAPA Facility Options	Transportation Funding & Scheduling	Explore Alternative Options for Educational Management System	Establish Consistent VAPA Funding	Develop New & Improve Existing Systems
J	K	E	N	M	F	
<p>Integrate Appropriate Music Technology</p> <p>Incorporate Technology into VAPA Instruction</p> <p>Purchase & Maintain Technology Devices & Software</p> <p>Infrastructure for Use of Technology</p>	<p>Create & Administer VAPA Resource Center</p> <p>New Thinking to Support TK-12 VAPA (See Visual Arts Underlying Contractions & Solutions category)</p> <p>Build & Support a District Repair Division</p>	<p>Create & Renovate VAPA Facilities</p> <p>District-Wide Exhibition Facilities</p> <p>Design, Remodel & Maintain Facilities</p> <p>Expand & Build Dedicated Performance Spaces</p> <p>Specialized & Professional Facilities for VAPA Instruction</p> <p>Collaboration & Access to CTE Facilities & Instructors</p>	<p>Funded & Improved Scheduling for Transportation</p> <p>Transportation for Field Trips</p> <p>Provide AfterSchool Performance Opportunities</p>	<p>Explore Alternative Options for Educational Management System</p>	<p>Annual Dedicated Funding</p> <p>Funding & Scheduling for Field Trips</p> <p>Continuous Funding for Fundamental Needs</p> <p>Grant Writer for Funding</p> <p>Annual Funding for Instructional Materials</p> <p>Increase Funding for Quality Instruments</p> <p>Purchase & Maintain Equipment for Specific Art Practices</p>	

Arena of Focus				
Establish & Maintain Professional Development	Increase, Fund & Maintain Personnel	Communication & Collaboration	Community & Professional Exposure	Assess & Implement Human Resources
B	D	C	P	
<p>Establish VAPA Professional Development</p> <p>Fund, Design & Schedule Professional Development</p> <p>Explore Further Arts Integration [Frameworks]</p>	<p>Increase VAPA Staffing</p> <p>TK-5 Art Specialist Personnel</p> <p>Increase Full-Time Instrumental Staffing</p> <p>Staffing, Personnel & Teams</p> <p>Increase Teacher to Student Ratio (Team Teaching)</p> <p>Strengthen Classroom Support</p> <p>Increase Elementary Student Contact Time</p>	<p>Collaboration Through Process, Critique & Product</p> <p>Stronger Communication with County Office</p> <p>Articulation & Collaboration for all VAPA Disciplines</p> <p>Increase VAPA & Community Collaboration</p>	<p>Real World Connections to Art Professionals</p> <p>Pipeline to Art College</p> <p>Develop Stronger Connection with Community</p> <p>Provide Universal Off-Site Educational Opportunities</p> <p>Master Classes for All Levels</p> <p>Explore An Advanced Pathway for Extreme Musicians</p> <p>Funding for After School Performance Opportunities</p> <p>Develop TK-Life Pathways Via Instrumental Music</p>	

<p>TRANSPORTATION FOR FIELD TRIPS</p> <p>N</p>	<p>ART IS CORE CURRICULUM</p> <p>L</p>	<p>PIPELINE TO ART COLLEGE</p> <p>P</p>	<p>PURCHASE & MAINTAIN EQUIPMENT FOR SPECIFIC ART PRACTICES</p> <p>F</p>
<p>Transportation - HS Artist(s) working with elementary school - Field trips</p> <p>Underlying Contradictions Conflicting priorities, unmotivated, or unable to change</p> <p>Inaccessible Funding for field trips</p> <p>Solutions \$ for Field Trips related to curriculum</p>	<p>Art is viewed as a legitimate area of study</p> <p>OK from Administration Art > Test [...] (more Art and less testing at the elementary level)</p> <p>Art for two (2) years as a high school graduation requirement</p> <p>Underlying Contradictions Art is NOT treated as a core subject</p> <p>Unbalanced art is core curriculum</p> <p>Outdated curriculum in visual arts 9-12</p> <p>Solutions Art for K-12 all levels</p> <p>Update district course outlines</p> <p>Promote at district and site VPA as core</p> <p>Updated and refreshed curriculum to reflect current practices</p> <p>Mandate 4 yrs of VPA at HS level</p>	<p>Pipeline to art college[s] (show students [and counselors], the trajectory of TK - 16 art study)</p> <p>Underlying Contradictions Neglected and uncoordinated pathway for students</p> <p>Solutions Create TK-3 Music and art classes</p> <p>Fund private lessons at ES, MS, HS for students (instrumental)</p> <p>Add music theory classes at HS (instrumental)</p> <p>Create school of arts within one of the HS</p> <p>Outside artists sharing the pipeline to college</p> <p>Align curriculum to UC/State Univ. college and universities</p>	<p>Clay & Kiln at each school</p> <p>Wet Lab / Darkroom facilities at each high school</p> <p>Heavy duty laminators for each teacher</p> <p>3D Printers for classrooms [HS design]</p> <p>[Purchase & support] better audio-visual equipment</p> <p>Full portrait studio [green screen, photo studio lights, backdrops]</p> <p>Budda Boards in all K-5 art classrooms</p> <p>Underlying Contradictions No budget item for purchasing/maintaining equipment</p> <p>Instruments not being available for all students (instrumental)</p> <p>Solutions Provide/buy more instruments for parents to rent or buy (instrumental)</p> <p>District budget line item for arts equipment and maintenance</p>

<p>STRONGER COMMUNICATION WITH COUNTY OFFICE</p> <p>C</p>	<p>FUND, DESIGN & SCHEDULE PROFESSIONAL DEVELOPMENT</p> <p>B</p>	<p>DESIGN, REMODEL & MAINTAIN FACILITIES</p> <p>E</p>	<p>STRENGTHEN CLASSROOM SUPPORT</p> <p>D</p>	<p>REAL WORLD CONNECTIONS TO ART PROFESSIONALS</p> <p>P</p>
<p>CTE (in Visual Arts) communicates [and collaborates] with NVUSD</p> <p>Solutions County office working with art to develop program to stay</p>	<p>Art Teacher trainings of conferences</p> <p>Grow my own art/craft</p> <p>Tech training for Digital Arts</p> <p>Underlying Contradictions Out of balance support for all VPA</p> <p>Time to attend music conferences undervalued (instrumental)</p> <p>Obsolete collaboration between VPA teachers</p> <p>No program for specific Arts professional development</p> <p>District level PD disorganized/fragmented</p> <p>Solutions Create consistent, meaningful PD when ALL can be present</p>	<p>New student work space table-chairs</p> <p>Appropriate storage [for] teacher[s] & student[s]</p> <p>Equipment repair and replacement money</p> <p>Remove painted windows - natural light w/ blinds</p> <p>Dedicated "art studio" classroom at each elementary school</p> <p>Equipped classroom space specific to [visual art] area of emphasis</p> <p>Underlying Contradictions Art classroom facilities neglected</p> <p>Music classroom facilities (constant movement) [instrumental]</p> <p>Solutions Prioritize construction/ remodeling of VPA facilities</p> <p>Working on repairs in timely manner</p> <p>Set aside and equip a music room at each ES/ MS school site (instrumental)</p> <p>A portable classroom at each school for TK-3 teaching and storage and 4/5 teaching</p> <p>Survey needs for updates/remodel create equity</p>	<p>Better custodial support</p> <p>"Support staff" to allow teachers to teach...</p> <p>Field Trips, Schedules, Grant & \$\$\$</p> <p>Connection to [the] community</p> <p>Full-Time or Part-Time Assistant for studio housekeeping & organization</p> <p>HS Student Assistants for community service</p> <p>Underlying Contradictions Devalued priority on assistance for arts faculty (specialized) the same as other subjects</p>	<p>Connections to professionals in the field</p> <p>More adult connections - visiting artist - field trips - profession / industry</p> <p>Create money-making opportunities for students</p> <p>Relationships with real-world art / artists</p> <p>Art internships, apprenticeships & authentic experiences with professional artists</p> <p>Underlying Contradictions Narrow real world connections to art professions</p> <p>Meaningful connections unrealistic</p> <p>Solutions Reach out to colleges/masterclasses</p>

TK-12 ART CLASS EQUITABLE SCHEDULING T	DEVELOP TK-12 VISUAL ARTS SEQUENTIAL VERTICAL ARTICULATION H	ANNUAL DEDICATED FUNDING F	DEVELOP STRONGER CONNECTION WITH COMMUNITY P
<p>Smaller Classes - especially for advanced classes</p> <p>Larger block of time for the Arts</p> <p>Different art courses at middle school level: (Art 1, Art 2, etc.)</p> <p>Time in each student schedule to [attend] an arts class</p> <p>K-5 Art in "Art Studio" [with] 11/2 hour lesson, at least 4X a month</p> <p>Arts as integral with curriculum - <u>Not</u> extra</p> <p>K-5 has a rotation of art, music and physical education like Midwest schools (every 3rd day Art)</p>	<p>Sequential VPA program K-12 for all students</p> <p>Vertical Articulation TK-12 for Visual Art</p> <p>Autonomy at each school for flexibility with curriculum</p> <p>Art History taught in K-5 along with student art process</p> <p>Incorporating Cultural Art into curriculum (Day of the Dead Still Life v. fruit/ flowers still life)</p> <p>Underlying Contradiction Disjointed communication between levels (ES to MS to HS)</p> <p>Solutions Coordinate and fund collaboration time to build vertical articulation TK-5 to 6-8 to 9-12</p> <p>Coordinate and fund collaboration time to build VPA discipline specific lessons and rubrics</p> <p>Establish K-5 comprehensive music program (instrumental)</p> <p>Establish VA for FA *identify standards *scope and sequence or pacing calendar *rigor visible TK-12</p> <p>Build/develop TK-5 vocal curriculum/rubrics</p>	<p>\$1000+ annual supply budget per teacher</p> <p>Set budget every year for art supplies</p> <p>Equal access to high quality supplies and facilities</p> <p>Equity at all sites (funding)</p> <p>All K-5 students should be given a paint set and paper to take home</p> <p>Supplies to paint on a larger scale</p> <p>TK-5 art curriculum and supplies</p> <p>Updated Resources - art books - posters - still life props, etc.</p> <p>Underlying Contradictions Funding at site (stipends) unbalanced</p> <p>Fragmented funding among school sites</p> <p>Insecure annual funding</p> <p>Funding for curriculum neglected</p> <p>Funding based towards 4-core (M, S, SS, LA)</p> <p>Funding is sporadic dependent on on grants</p> <p>Disjointed funding with PO only</p> <p>Solutions Credit card funding not P.O's</p> <p>Research current district/site funds, look at possible means of reallocation to better support VPA</p> <p>Include VPA as equal to M/S/SS/LA</p> <p>Work with festival & arts NV to lock funders</p>	<p>Connection to the community through public art</p> <p>Work with city to create summer jobs making public art</p> <p>Underlying Contradictions Devalued connections with Community Visual Arts Area</p> <p>Solutions Community supporting Visual art with spring showcase, fair, etc.</p> <p>Dialogue with community for local transportation funding and venue</p> <p>Funding for community/professional artists to visit/ teach/ share in classrooms</p>

<p>FUNDING & SCHEDULING FOR FIELD TRIPS</p> <p>F</p>	<p>TK-5 ART SPECIALIST PERSONNEL</p> <p>D</p>	<p>DISTRICT-WIDE EXHIBITION FACILITIES</p> <p>E</p>	<p>STAFFING, PERSONNEL & TEAMS</p> <p>D</p>	<p>NEW THINKING TO SUPPORT TK-12 VPA</p> <p>K</p>
<p>Funding for field trips to expose <u>all</u> students to Art</p> <p>Museum and Arts Business access</p> <p>Field Trips K-5</p> <ul style="list-style-type: none"> - art museum - art walk - architecture <p>Field Trips outside of the classroom</p> <p>Field trips to museums</p> <ul style="list-style-type: none"> - SFMOMA - di Rosa - etc. <p>Underlying Contradictions</p> <p>Schedule conflicts taking arts students day trips (lose time in all their other classes)</p> <p>Restricted use of busses time constraints</p> <p>Solutions</p> <p>Establish district-funded transportation budget item</p> <p>Fund with transportation 1 field trip VPA (visual/music) per year</p>	<p>TK-5 Elementary Art Specialists</p> <p>Underlying Contradiction</p> <p>Restricted district funding for VPA staff</p> <p>Solutions</p> <p>Increase staffing credentialed and aide</p> <p>Establish, hire staff, fund a TK-3 arts program (specialists-credentialed)</p> <p>Increase staffing</p> <p>ES: gets music, arts twice a week</p> <p>MS: dedicated vocal, dedicated instrumental</p>	<p>District Art Gallery for ongoing student exhibitions</p> <p>District off-site art gallery, theatre & community center</p> <p>Permanent District Art Gallery</p> <p>District-Wide Exhibition</p> <p>All students annual district-wide, public display art show</p> <p>Each K-5 has an “Art Faire Gallery” [every] year to celebrate student art</p>	<p>Underlying Contradictions</p> <p>Current district funding FTE is unbalanced</p> <p>Inaccessible collaboration time</p> <p>Unrealistic music standards in 4-5 (no TK-3) (instrumental)</p> <p>Solutions</p> <p>VPA Staff Directory</p>	<p>Solutions</p> <p>Develop VPA Database accessible to all VPA Staff</p> <p>Database and Forum for shared resources and support</p> <p>Staff maintained approved and organized based on level of rigor</p> <p>“No Turkey hand prints!”</p> <p>VPA only calendar of events</p>

COLLABORATION THROUGH PROCESS, CRITIQUE & PRODUCT C	DECONSTRUCT & IMPROVE SCHEDULING T	GRANT WRITER FOR FUNDING F	VISUAL ART REPRESENTATION FOR TOSA POSITION A	EXPLORE FURTHER ARTS INTEGRATION [FRAMEWORKS] B
<p>K12 content on critique of art work</p> <p>Reflection procedures to facilitate deep connections (TK-12 Alignment)</p> <p>Collaboration through Process, Critique & Product</p> <p>Observation & Visual Thinking [for] Sharing Ideas</p> <p>Art Team to share ideas</p> <p>All students should feel comfortable to share freely ideas, etc.</p>	<p>All students have access to VPA classes (no substitutes)</p> <p>High Schools need to have same bell schedule (small schools have limited class offerings)</p> <p>Flexible Curriculum 6-7-8 SPED/Gifted all in same class</p> <p>Underlying Contradictions Restricted, inflexible scheduling</p> <p>Students placed in art-not their choice (dumping ground due to behavior issues, injuries, or lack of options)</p> <p>Arts presence is weakened by other scheduling priorities</p> <p>Solutions Add a HS VPA 4-yr requirement</p> <p>Require a VPA class each grade 6-12</p> <p>Mandate a specific number of minutes/week for elementary VPA instruction</p> <p>Mandate at district level 4 yrs of HS Art</p> <p>Move Napa and Vintage to 7 periods between 8am-3pm</p>	<p>Grant Writer for funding</p> <p>Underlying Contradictions Time and resources for Grant Writing Unrealistic/Inaccessible</p>	<p>VAPA Team Members to assist [Karen Strong, draft and finalize TOSA] job description</p> <p>Visual Arts teacher on interview panel for academic position [TOSA]</p> <p>Underlying Contradictions Inexperienced or biased toward a particular VPA discipline</p> <p>Split position between a visual and a performing arts teacher</p> <p>Solutions Split the TOSA position 1/2 Visual 1/2 performing</p>	<p>Connections / Integration between VAPA and State Standards</p> <p>Deep enough arts integration that curriculum standards are met</p> <p>Integrating the Arts across all curriculums</p> <p>Emphasis on cross-curricular connections</p> <p>Underlying Contradictions Unclear perceptions of the meaning/goals of arts integration</p> <p>Fragmented explore further arts integration</p> <p>Solutions Team work with core curriculum teachers</p> <p>Education/clarity around "arts integration"</p>

PURCHASE & MAINTAIN TECHNOLOGY DEVICES & SOFTWARE J	INFRASTRUCTURE FOR USE OF TECHNOLOGY J
<p>Digital Arts classrooms properly arranged for learning / teaching</p> <p>Digital Arts classroom with networked / shared storage</p> <p>The most current digital arts software / hardware</p> <p>Tech[nology] tools for Art</p> <p>Digital editing & design programs (Photoshop, Pixlr, etc.)</p> <p>Document Reader or large screen TV</p> <p>Underlying Contradictions Not apple friendly</p> <p>Make network connection friendly for apple apps</p> <p>Inaccessible: maintain/purchase hardware/software (PC)</p> <p>Tech support compromised for apple</p> <p>No NVUSD Photoshop License (PC or Mac)</p> <p>Solutions Develop tech support and onsite training specific to VPA</p> <p>Assign funds to VPA tech resources</p>	<p>Infrastructure for use of technology (band width)</p> <p>Underlying Contradiction Technology is disorganized, biased as to placement (not in VPA classes)</p>

TK-12 VERTICAL ARTICULATION H	CREATE & RENOVATE VPA FACILITIES E	CREATE & RENOVATE VPA FACILITIES (cont.) E
<p>Independent Theatre Study High School Diploma</p> <p>Dance at all three levels: - elementary school - middle school - high school</p> <p>Elementary students learn drama skills: - projection, memorization & speech clarity</p> <p>Vertical curricular alignment TK-8, so students are art literate for HS</p> <p>Lesson plans designed for teaching artists that are curricular-based</p> <p>Most students should meet grade level standards</p> <p>Specialized curriculum to include Broadway</p> <p>Focus on either CA or National Standards</p> <p>Align CA & National Arts Standards for us</p> <p>VPA required every year of high school</p> <p>Skill-based placement of students</p> <p>Split classes by skill experience</p> <p>Teachers & students produce work collaboratively</p> <p>Teach Theatre @ ES and MS - reach more students</p> <p>Update NVUSD course outlines</p> <p>Categorize Drama as Theatre</p> <p>Honors Classes or Credit for upper-level classes</p> <p>Underlying Contradictions Inaccessible, uncoordinated collaboration time</p> <p>Uncoordinated Staffing 4-12</p> <p>Uncoordinated ES, MS, HS schedules</p> <p>Solutions 4 year VPA requirement</p> <p>Paid collaboration time built into school day w/ sub, PD release</p> <p>Trained dance teacher (no CA dance credentials) to teach at ES, MS so exposed to art form before HS dance departments</p>	<p>Performing Arts Center w/ Art Gallery</p> <p>Custodial priorities after rehearsal priority</p> <p>We need our own space</p> <p>2nd Dance Studio on-site to accommodate need</p> <p>Large performance auditorium at Vintage HS</p> <p>Need real dance floor for NVUSD Auditorium</p> <p>Storage space used equitably & efficiently</p> <p>More class space - less student to teacher ratio</p> <p>Review / evaluate / build / remodel music-specific spaces</p> <p>Appropriate classroom, storage and performance space</p> <p>Vintage HS Little Theater NEEDS LOBBY</p> <p>Updating NVUSD Auditorium (more room backstage, shades for windows, functioning A/C, dance floors, more stage-lighting - (we don't have to pay)</p> <p>Classrooms that are not shared</p> <p>\$500 lighting fee paid for when using NVUSD Auditorium scrollers</p> <p>NVUSD policy on Art Facility etiquette</p> <p>UPDATING LITTLE THEATER on HS campus (make bigger & more functional)</p> <p>Vintage HS lighting rails accessible! (unsafe)</p> <p>Elementary Music Room (w/keys) for storage & work space</p> <p>Little Theater facility [both VHS & NHS] dedicated only to Arts - not testing/meetings</p> <p>Lock & key to Control Room - controlled used of light & sound equipment</p> <p>Classroom closer to theatre</p> <p>Full Performance Tech: sound boards, light boards, body mics</p>	<p>Underlying Contradictions Neglected, Devalued facilities</p> <p>Facilities under maintained and limited access</p> <p>Unrealistic support re: facilities</p> <p>Neglected and obsolete, old and worn</p> <p>Misused equipment in theaters--no oversight (lights, sound)</p> <p>Storage unit damage (fear of losing storage if I ask for it to be fixed)</p> <p>Solutions Build another 600+ seat theater strictly for NVUSD VPA</p> <p>Additional performance spaces (share w/ ES, MS, HS, district, site)</p>

<p style="text-align: center;">DEFINE [VPA] TOSA POSITION A</p>	<p style="text-align: center;">IMPLEMENT TK-3 VPA PROGRAM H</p>	<p style="text-align: center;">SCHEDULING FOR ACCESS T</p>
<p>Long-term paid Visual & Performing representative to assist [VPA] TOSA</p> <p>Full-time TOSA split into several smaller jobs</p> <p>Music teachers on interview panels</p> <p>Music teacher evaluations by musicians</p> <p>Underlying Contradiction TOSA position useless without adequate funding to implement plan</p> <p>Solutions Needs to be a credentialed teacher in art/or music w/ teaching experience in fully articulated art of music</p> <p>1 onsite point person no 5 for Drama NHS</p> <p>TOSA to oversee VPA protocol and scheduling or facilities, funds (grants), personnel/staffing, VPA maintenance, scheduling</p> <p>TOSA create VPA library for sheet music, scripts, mp3, iTunes,</p> <p>Split the TOSA position 1/2=Art visual art 1/2 =performing art</p>	<p>General Music required in K-3</p> <p>K-3 Classroom Music</p> <p>Access to Arts TK-8</p> <p>Elementary Vocal does lower grades <u>and</u> 4th/5th</p> <p>Fill VPA access gap 6th, 7th & 8th Grade[s]</p> <p>Underlying Contradiction Neglected non-existent or unclear</p> <p>Solutions Create curricular-based TK-3 visual & performance</p> <p>Create curricular-based 6-8 visual & performance</p> <p>Also Align for HS success</p> <p>Coordination and collaboration of a dance/theater/choral (musical theater)</p> <p>Equal access for all students to all curriculum (AVID, LAYLA, double blocks)</p>	<p>Student schedules - multiple electives</p> <p>Schedule to allow more classes for kids</p> <p>7 Periods - Grades 6-12</p> <p>Scheduling for Musical Theatre during school day</p> <p>ES Band & Strings has one day - whole group. Another day is sectionals</p> <p>Leveled ensembles in [Grades] 6-12</p> <p>Skill-based placement of student</p> <p>Separate Band & Orchestra @ middle school</p> <p><u>Time</u> for creative thinking and implementation</p> <p>More time for emails & computer work [educators]</p> <p>Have VPA every day</p> <p>Marching Band, color guard, spirit leaders receive PE credit for 2nd year after achievement test end of 9th grade.</p> <p>Underlying Contradictions Misunderstanding of facility booking by non-VPA facilitators</p> <p>Biased, uncoordinated scheduling systems</p> <p>Overlapping scheduling creating too many hours (NHS 8am, Late Flight 3-4pm, 4-8pm rehearsals/games, etc)</p> <p>Unrealistic student time expectation (VHS 6:55am-7pm, after school, activity, early flight, late flight)</p> <p>Equitable stipend pay</p> <p>Solutions 7 period days MS and HS</p> <p>Higher VPA stipend</p> <p>English credit for drama ("Drama is in English curriculum [...])</p>

<p>CREATE & ADMINISTER VPA RESOURCE CENTER K</p>	<p>ESTABLISH VPA SPECIFIC PROFESSIONAL DEVELOPMENT B</p>	<p>INCREASE VPA & COMMUNITY COLLABORATION C</p>	<p>INCORPORATE TECHNOLOGY INTO VPA INSTRUCTION J</p>	<p>INCREASE VPA STAFFING D</p>
<p>Music Library - School Site & District with database</p> <p>District Warehouse of props, sets & costumes that is staffed</p> <p>Script/Resource Library - online - physical</p> <p>VPA Resource Catalogue (online!) - who has what...</p> <p>Subscribe to computer programs for creating program posters, videos</p> <p>Underlying Contradictions Neglected development of VPA teacher contact info</p> <p>Restricted, un-coordinated storage @River MS</p> <p>My storage is my classroom NHS Drama</p> <p>Napa College disconnect on using performing spaces</p> <p>Solutions One costume shop for the whole district for drama</p> <p>VPA specific performance venue with art gallery</p> <p>Utilize community spaces: Lincoln Theater, NVOH, Napa Valley College, Uptown Theater</p> <p>Additional dance classroom (NHS) to accommodate the 200 kids that are turned away due to no re hire and torn down 2nd dance space</p>	<p>PROFESSIONAL DEVELOPMENT - I need/want more training</p> <p>Art-specific professional development</p> <p>Training for what I do - specific</p> <p>Training for long-term guest teaching artists</p> <p>District-paid performing arts visit to Clovis Unified School District</p> <p>Tech Training specific to VPA</p> <p>Underlying Contradictions Inflexible and restricted PD</p> <p>Solutions Bring in graduate level courses that are VPA specific (ex. Dinner series)</p>	<p>Community Teaching Artists give students a whole-istic experience in theatre</p> <p>COLLABORATE_WITH PROFESSIONALS in Theatre Arts</p> <p>Collaboration with Choral Teachers</p> <p>Interdisciplinary Collaboration - "Let's Do A Musical"</p> <p>[Develop a] Cross (Arts) Curriculum Opportunities: - Dance - Music - Theatre - Art - Theatre Tech</p> <p>Collaboration between students - elementary, middle and high schools</p> <p>Underlying Contradictions Fees to use community spaces</p> <p>Restricted transportation</p> <p>Limited/no funding for guest artists/masterclasses</p> <p>Solutions Variety of entry points for donors (e.g. donate "a show" a year)</p>	<p>Smart Music or similar program for at-home assessment</p> <p>iPad Cart - Music downloaded</p> <p>Underlying Contradictions VPA <u>not</u> included in allocation of technology funds and equipment</p> <p>Funding obsolete for 21st century technology</p> <p>Solutions Allocate funding for VPA technology and maintenance</p>	<p>Increase music staff to lighten loads</p> <p>District Paid Music Office Manager</p> <p>Funds for Theatre Tech [Professional]</p> <p>Dance Department Office Manager- District Paid</p> <p>Music subs available</p> <p>Elementary Music Teachers visit no more than one (1) site per day</p> <p>2nd Full-Time Dance Teacher to accommodate need</p> <p>Full-Time, tenured VPA teaching positions</p> <p>Subs to visit feeder schools - funds</p> <p>I <u>ONLY</u> TEACH DRAMA</p> <p>District-Paid Teaching Assistants</p> <p>Stipend for performances</p> <p>Overlap new/old teachers (for continuity)</p> <p>Compensation for overtime</p> <p>Dedicated VPA Grant Writers</p> <p>Elementary School - Dedicated teaching rooms [(3) three [current] music teachers using the space[s] at one time</p> <p>Underlying Contradictions No district-funded clerical support</p> <p>Tech support is obsolete</p> <p>Restricted VPA staffing</p> <p>Solutions Hire a tech person to support "little theaters"</p>

<p>PROVIDE AFTER SCHOOL PERFORMANCE OPPORTUNITIES N</p>	<p>PROVIDE UNIVERSAL ACCESS TO EDUCATIONAL OPPORTUNITIES P</p>	<p>PROMOTE VPA AS CORE CURRICULUM L</p>	<p>EXPLORE ALTERNATIVE OPTIONS FOR EDUCATIONAL MANAGEMENT SYSTEMS M</p>	<p>COLLABORATION & ACCESS TO CTE FACILITIES & INSTRUCTORS E</p>
<p>After school performance opportunities</p> <p>Funding for after school programs - i.e. Salsa Breakers</p> <p>Underlying Contradictions Restricted Transportation options</p>	<p>Money for field trips</p> <p>Free transportation to all off-site performances</p> <p>Buses [for] enrichment < \$150 an hour</p> <p>Underlying Contradictions Dysfunctional transportation system and protocol</p> <p>Zero \$ for transportation</p> <p>Inflexible bus/personnel access</p> <p>Restricted (no!) transportation field trip funding</p>	<p>Culture change for Board of Education / Superintendent / Administration</p> <p>Make performing “cool” - remove fear</p> <p>Counselor buy-in to [the] Arts</p> <p>Newsletter for publicizing performances</p> <p>Virtual community outreach [platform]</p> <p>Website to feature all NVUSD Arts</p> <p>Underlying Contradictions Devalued an under promoted</p> <p>VPA is not currently promoted in the district as CORE</p> <p>Solutions Independent studies credit/unit</p> <p>VPA trifold and Website</p> <p>Give elective credits to students for productions/shows meets A - “G”</p>	<p>Proper training to align 4C’s to VPA w/ ECHO</p> <p>ACHS will be happy to collaborate/help with ECHO transition</p> <p>Time for technical / grading training</p> <p>Underlying Contradictions ECHO not VPA friendly</p> <p>Solutions Research, implement, if possible, an Ed Management system more VPA friendly</p> <p>TOSA supports VPA instructors w/ ECHO-5 criteria (back end? customizable?)</p>	<p>Collaboration and access to CTE (County) facilities and instructors</p>

<p style="text-align: center;">REASSESS VPA DISTRICT PROTOCOLS</p> <p style="text-align: center;">I</p>	<p style="text-align: center;">CONTINUOUS FUNDING FOR FUNDAMENTAL NEEDS</p> <p style="text-align: center;">F</p>
<p>Access to private, non-union certified contractors for repairs and building</p> <p>Responsive technology repair & maintenance</p> <p>Revamp system for scheduling current performance spaces</p> <p>Underlying Contradictions Confusing, hidden, restricted access to facilities/performance spaces</p> <p>Unclear expectations in regards to protocol rules/keep changing procedures</p> <p>Fragmented , uncoordinated, disjointed, devalued and perhaps, non-existent current VPA policies</p> <p>Debilitating and unrealistic accounting process for festival funds</p> <p>Solutions Online calendar facilities--scheduled b TOSA</p> <p>System needs to be improved to access funding (Festival Funds access = nightmare!) needs to be in ASB account</p>	<p>More local opportunities for field trips with professionals</p> <p>\$ for music, costumes, props & in-class items</p> <p>Textbooks for Theatre Arts</p> <p>Funding for dramatic or video production supplies</p> <p>\$ for guest choreographers, costumes & conventions for dancers</p> <p>Funds for music, transportation & an accompanist</p> <p>No fees for students</p> <p>Better sound equipment in gyms & stadium</p> <p>More funds for updated stage equipment</p> <p>District-Paid Concert Uniforms</p> <p>No fundraising for basic needs</p> <p>Paid practice clothes for dance</p> <p>\$ allocated in LCAP for VPA</p> <p>Timing for spending funds/access!</p> <p>Elementary Schools - white board writing surface in each teaching space</p> <p>Underlying Contradictions No NVUSD funding for resources</p> <p>Devalued, no current funding</p> <p>Unrealistic demands on teacher and parents to raise funds for <u>everything!</u></p> <p>Solutions Festival Napa Valley funds allocated to ASB account for easier access</p>

ALIGNMENT WITH NVUSD INITIATIVES & VPA INSTRUCTION H	INCREASE ELEMENTARY STUDENT CONTACT TIME D	SPECIALIZED & PROFESSIONAL FACILITIES FOR VPA INSTRUCTIONS E	INCREASE FULL-TIME INSTRUMENTAL STAFFING D
<p>Support what I'm supposed to do</p> <p>Let me teach</p> <p>More time to teach</p> <p>Less administrative-type duties. Let us teach</p> <p>Underlying Contradictions Restricted planning & collaboration time - district-wide</p> <p>Fragmented alignment between Elem / Mid / High School with all VPA ●</p>	<p>See students twice a week for elementary music (4th /5th)</p> <p>Meet 2 times a week with elementary school - 30 min sectional - 40 min full band</p> <p>Fewer schools. more time at each school - Builds on relationships & communication</p> <p>Model 4th/5th after Dublin, CA</p> <p>Underlying Contradictions Restricted contact time ●</p> <p>Restricted to staff to cover ES contact time ●</p> <p>Devalued and neglected role of teacher as valued team member ●</p>	<p>At least one (1) dedicated music room on every elementary campus</p> <p>Specialized music classroom at each site</p> <p>TK-3 classroom music for all students</p> <p>Designated space for teaching elementary music classes</p> <p>A space for elementary music teachers to call their own</p> <p>Field-sized space dedicated to marching band, winter guard and percussion</p> <p>HVAC storage for gear</p> <p>Percussion Room for practice & storage</p> <p>Flat layout (non-tiered flooring) in instrumental spaces</p> <p>Building for elementary general music at all sites</p> <p>Underlying Contradictions Obsolete classroom environments</p> <p>Restricted outside rehearsal space</p> <p>Outdated or no facilities ●</p> <p>Neglected facilities VHS & NHS Little Theater(s)</p>	<p><u>DOUBLE</u> the amount of elementary music teachers (4th/5th)</p> <p>More instrumental music teachers for all levels</p> <p>Get paid for the extras we do (MS Jazz Band)</p> <p>Qualified teachers instruct their discipline - strings - band - vocal</p> <p>Three (3) main instrumental music directors per high school - strings - band - jazz</p> <p>District-wide instrumental aids/specialists (elementary thru high school) to regularly visit sites</p> <p>Underlying Contradictions Unrealistic FTE Positions</p> <p>Unrealistic costs for staffing ●</p> <p>Devalued VPA Teachers</p> <p>Solutions [Employ] VPA-specific Instructional Aids ●</p> <p>More in-class Certificated Staff ●</p> <p>Hire more qualified staff</p>

<p style="text-align: center;">SKILL-BASED OR GRADE-BASED SCHEDULING IN ALL PERFORMANCE ENSEMBLES</p> <p style="text-align: center;">T</p>	<p style="text-align: center;">DEVELOP TK-LIFE PATHWAYS VIA INSTRUMENTAL MUSIC</p> <p style="text-align: center;">P</p>	<p style="text-align: center;">DEVELOP WAIVER PROGRAM FOR INSTRUMENTAL MUSIC</p> <p style="text-align: center;">I</p>
<p>Need skill-based Beginning (6th/7th/8th) & Advanced (6th/7th/8th) Band and Strings [as opposed to] (6th and 7th/8th)</p> <p>Skill-based or grade-based scheduling in all performance ensembles</p> <p>Middle School - see kids 5 days a week [currently using] PBL Block Schedule</p> <p>Underlying Contradictions</p> <p>Inflexible, unbalanced scheduling ●</p> <p>Inflexible Master Schedules due to Intervention Classes (only mandated minutes are for PE) ●</p> <p>Bell Schedules determined at [school] site level ●</p> <p>Magnet (IB) course requirements & Master Schedule complications</p> <p>Solutions</p> <p>High School students move to 7 Period schedule with no additional graduation requirements (8AM - 3 PM)</p> <p>Open-minded to independent credit & VPA student support</p> <p>Minimize HS open/free periods for 11th & 12th ●</p> <p>VPA be a 4-year requirement in high school</p> <p>Educate NVUSD & VPA Team on scheduling constraints</p> <p>Develop Honors courses in VPA (Rewrite course outlines District/State)</p> <p>Addressing sequence of courses ●</p> <p>Put all MS on same of like schedules ●</p> <p>VPA Scheduling takes the same priority as the other Core Class scheduling ●</p> <p>Re-examines Phillips K-6 Riendeau VPA Model</p> <p>Cross-program Dialogue AVID <> VPA, Special Ed <> VPA, IB <> VPA</p> <p>Develop printed language that allows staff to value VPA courses when scheduling</p> <p>Make curriculum accessible TK-5, 6-8, 9-12</p> <p>Update & align VPA District Course Outlines TK-5, 6-8, 9-12</p> <p>Develop a clear TK-5, 6-8, 9-12 daily, wkly, Tri/Sem, Yrly - Arts Expectation Design</p>	<p>Pathway opportunities to music industry careers</p> <p>Summer music programs</p> <p>A system to allow a variety of “Art” Traditional and Commercial venues</p> <p>More love music performances to <u>watch/hear!</u></p> <p>Underlying Contradictions</p> <p>Outdated & neglected needs to be included into student awareness ●</p> <p>Outdated NVUSD syllabus/course outlines</p> <p>Reluctant district devalued the Arts ●</p> <p>Solutions</p> <p>Build a VPA Pathway respected by NVUSD & school site ●</p>	<p>Specific avenues for Instrumental Music = Open Enrollment</p> <p>Develop waiver program for instrumental music</p> <p>Underlying Contradictions</p> <p>Biased enrollment opportunities ●</p> <p>Limited access to VPA for ELL's & SED's AVID & AP ●</p> <p>Solutions</p> <p>AVID Students well-rounded w/ VPA as well as academics ●</p>

<p>BUILD & SUPPORT A DISTRICT REPAIR DIVISION</p> <p>K</p>	<p>ALIGN HIGH SCHOOL ELECTIVE CREDIT REQUIREMENTS</p> <p>H</p>	<p>FUNDING FOR AFTER SCHOOL PERFORMANCE OPPORTUNITIES</p> <p>P</p>	<p>ARTICULATION & COLLABORATION FOR ALL VPA DISCIPLINES</p> <p>C</p>	<p>EXPAND & BUILD DEDICATED PERFORMANCE SPACES</p> <p>E</p>
<p>Reliable / quick repairs of instruments</p> <p>Underlying Contradiction Unrealistic cost to maintain all equipment</p> <p>Neglected facility repair</p> <p>Solutions Hire experienced theater maintenance team/crew, district-wide with TOSA liaison</p>	<p>VPA / Elective Credit requirement <u>Equal</u> at all high schools</p> <p>Underlying Contradiction Disjointed - not "Unified"</p> <p>Solutions Change district policy so dance / marching band / color guard gets PE credit ●</p>	<p>Funding for after school performance opportunities</p>	<p>Collaboration time built into weekly schedule</p> <p>ES -> MS MS -> HS</p> <p>Professional Development with each other: (woodwind, string, brass, percussion, specialists -- all of us together!)</p> <p>More consistency between middle school & high school - curriculum - Festival attendance. etc.</p> <p>Professional development for music teachers</p> <p>A unified schedule for collaboration amongst teachers</p> <p>Underlying Contradictions Uncoordinated & time restricted staff collaborating</p> <p>Restricted staff collaboration time to articulate</p> <p>Substitute availability impacts PD/collaboration</p> <p>Neglected specific VPA professional development ●</p> <p>Solutions Hire a credentialed assistant to aid during the academic day</p>	<p>A theater/performance space at each middle and high school</p> <p>A covered space downtown for performances to be able to connect with the community</p> <p>New performance venue for NVUSD music programs</p> <p>Underlying Contradiction Inaccessible performance & rehearsal spaces</p>

<p>FUNDED & IMPROVED SCHEDULING FOR TRANSPORTATION</p> <p>N</p>	<p>ANNUAL FUNDING FOR INSTRUCTIONAL MATERIALS</p> <p>F</p>	<p>EXPLORE AN ADVANCED PATHWAY FOR EXTREME MUSICIANS</p> <p>P</p>	<p>IMPLEMENT SEQUENTIAL PERFORMANCE-BASED CURRICULUM WITH DEEPER SCOPE</p> <p>H</p>	<p>MASTER CLASSES FOR ALL LEVELS</p> <p>P</p>
<p>District transportation support for performance</p> <p>3rd Grade to see the San Francisco Symphony</p> <p>Universal access to off-site learning opportunities (transportation)</p> <p>Underlying Contradictions</p> <p>Neglected real-world motivational external events ●</p> <p>Conflicting transportation system in place</p> <p>Solutions</p> <p>Transparent policies & procedures. Site-based conversations about balanced distribution of transportation [funds]</p> <p>[Form a sub-group to identify transportation challenges and address]</p>	<p>Theoretical \$\$ amounts for sheet music</p> <ul style="list-style-type: none"> - 3K - HS - 2K - MS - 1K - ES <p>- \$ for basic needs</p> <p>Underlying Contradiction</p> <p>Currently obsolete and outdated -- feels devalued ●</p>	<p>SCHOOL OF ARTS</p> <p>Underlying Contradiction</p> <p>Devalued as Core Curriculum ●</p>	<p>Importance of fundamentals</p> <p>Basic literacy taught before... 4th Grade? 6th Grade?</p> <p>Teach fundamentals with <u>unhurried</u> pace...free of performance expectations</p> <p>[Fundamentals]</p> <ol style="list-style-type: none"> 1) Air 2) Set-Up 3) Tongue <p>AP Music Theory</p> <p>Underlying Contradiction</p> <p>Unmotivated district administration. VPA is unprioritized ●</p>	<p>String Classes taught by String Specialist</p> <p>More String Specialists</p> <p>\$ for clinicians</p> <p>Underlying Contradiction</p> <p>Restricted school-site schedules ●</p>

<p>DEVELOP & BUILD SEQUENTIAL TK-12 INSTRUMENTAL VERTICAL ALIGNMENT</p> <p>H</p>	<p>INCREASE TEACHER TO STUDENT RATIO (TEAM TEACHING)</p> <p>D</p>	<p>INCREASE FUNDING FOR QUALITY INSTRUMENTS</p> <p>F</p>	<p>TOSA ADVOCATES FOR UNIQUENESS OR INSTRUMENTAL MUSIC</p> <p>A</p>	<p>INTEGRATE APPROPRIATE MUSIC TECHNOLOGY</p> <p>J</p>
<p>Fully sequential K-12 music programs [at] all sites (i.e. Foreign Languages not considered a substitution or in lieu of a VPA class -- 'elective')</p> <p>Music for all 3rd graders</p> <p>All students should have equal access to VPA/Elective Credit K-12 (20 elective credits - Valley Oak)</p> <p>Music in younger grades - leads to more education decision [-making] when choosing [between] band/strings/vocal options</p> <p>Teach music reading K-3 via Orff, etc. [other best practices]</p>	<p>Team teaching in elementary string classes</p> <p>Smaller pockets of sites to teach at with articulating teachers</p> <p>Team teach at middle school level with high school teacher once or twice a month - built into schedule</p> <p>Underlying Contradictions Devalued teaching need</p> <p>Unrealistic costs for staffing</p> <p>Solutions Target & pull all available funds to improve VPA instruction</p>	<p>Need [acoustic upright basses, tuba & baritone saxophones]</p> <p>Need instruments to cover "forgetting" (home practice)</p> <p>Adequate funding for instruments, maintenance & replacements</p> <p>[Determine annual] \$\$ budget [amounts] for instruments (Theoretical) - 15 K high school - 10 K middle school - 5 K elementary school</p> <p>Quality instruments accessible for all students</p> <p>Underlying Contradictions Unrealistic costs for expensive, sustainable equipment</p> <p>Neglected to stay up with equipment. Very outdated.</p>	<p>Admin level point person(s)</p>	<p>Infrastructure support for music technology</p> <p>Smart Music for <u>all</u> 5th Graders</p> <p>Time built in school day for students to use music programs on computers. iPads/ Laptops could be used for their music time</p> <p>Underlying Contradictions Obsolete technology for VPA</p>

Visioning Session Prompt #1 • Describe and define what you consider AWESOME about your experiences in the visual and performing arts.

EXPRESSION	RECOGNITION	OUTREACH	AMAZING TEACHERS	ACCEPTANCE
Express yourself through color Different from any other class on campus	Exposure to Art Critiques and Shows Amazing Competition – Golden State Vinnies Awards Ceremony Giving art away to others	Guest Directors: Eric Whitacre Opportunity for Special needs students Special Needs Dancers Community Support and Outreach Involving elementary schools Guest choreographers for routines	Mr. Simpson’s stories Inspirational Teacher Travis Rogers Our Amazing Teacher Hollie Schmidt Mr. Simpson’s stories/advice Learning new “language” and motivating/teaching others	A space to feel accepted Safe and accepting environment Diversity and Acceptance Safe environment and escape from school/outside worries Teaches self-love and confidence Personal growth with both dancing and confidence “safe haven” free of judgement

CREATIVITY	COLLABORATION	RESOURCES	TRAVEL	LEADERSHIP
Creating student showcases Making successful plays Creating a Haunted House	Collaborating with classmates Music creates joy Collaborative Learning Experiences	Access to things/supplies I do not have at home	Wild experiences: New York, Carnegie Hall, Ireland Thespian Festival: Cali-Upland High School	Going to Leadership Training Being in charge

INSTRUMENTAL MUSIC	LIFE SKILLS	FAMILY	RELATIONSHIPS
Going to marching band competitions and parades Look forward to every day band class I like that I’m able to practice cello at school Being able to continue playing music Participating in marching band competitions	Exposure to challenges to make you better Critical thinking → Capable Life Real Life Application Builds public speaking skills Builds good character Teaches beyond what’s on the paper Life lessons and experiences Opens windows to career opportunities	Sense of family; support Surrounded by my family Strong Family Experience Band has a family-like environment Troupe 3180 Thespians	Having fun with friends I like the two friends I have in that class Building relationships with others Meet students with same interest Being able to enjoy music with people I know

ZIG-ZAG SYMBOL (INEQUITIES)	RECTANGLE SYMBOL (SPACE & FACILITIES)	HEART SYMBOL (TRAVEL)
<p>ACHS Teachers that award extra credit for attending high school sports events, decline to award the same extra credit VAPA events.</p> <p>VHS Equipment repair of string instruments static, delayed to not at all.</p> <p>Using wrong equipment in order to perform an instrument. (Using a violin bow on a cello as there is no complete set of equipment)</p> <p>Instrumental Music asked to perform only as entrance & exit music during student rallies and must be off-stage before rally starts.</p> <p>All High Schools Not enough importance put on the Arts</p> <p>Sports Steal From Us Overhyped pre-occupation with football while VAPA achievements (that are significant at a state and national level) are minimized.</p> <p>Attention ratio skews heavily toward sports over the arts.</p> <p>Athletics Funding & Support <i>Explanation: Schools have an Athletic Director that oversee each school's sporting logistics. Why do the Arts not have the same position? Parent Booster Groups (NHS as an example) pay for a shared secretarial position to deal with hundreds of students, parents and the intricacies of performance and travel.</i></p> <p>Sports pep rallies (both Fall & Spring) honor athletes, no rallies or acknowledgements for VAPA disciplines. No opportunity to showcase 'work' (display/performance) in a student forum setting.</p> <p>Create AP Music Classes AND Advanced Honors Classes for those motivated to excel. VAPA classes often find a large percentage of students 'dialing-it-in' for their one-year elective requirement. Classes geared 'down' as opposed to motivate 'up'</p> <p>Sports - Games/Practices v. Choir - Performances/Practices <i>Explanation: Students receive negative conversation from coaches or are penalized for missing a practice for a scheduled VAPA performance, not a rehearsal. Students are also challenged to defend why they are participating in a VAPA experience AND a varsity sport - "You're in choir?" Athletic practices are deemed more important than a VAPA performance (different than a practice or rehearsal)</i></p> <p>Students are marked 'absent' inconsistently for VAPA events, while athletes are marked as 'excused' for early-release for travel.</p> <p>NHS No PE Credit for Dance, however participation in two sports, waives PE requirement from student schedule.</p>	<p>NHS The amount of space we have [to use, rehearse, perform...]</p> <p>8 PM [evening] practices [required] because of limited spacing for multiple dancers <i>Explanation: One [1] dance room for 10 dance classes.</i></p> <p>VHS Not enough music / rehearsal space <i>Explanation: Finding space to practice is always a challenge</i></p>	<p>NHS Drama Traveling places [does not occur, or is cancelled due to stunted fund-raising] due to budget / funding)</p> <p>Being able to travel</p> <p>ACHS Transportation for group trips (currently student-paid)</p>

CHECKER BOARD SYMBOL (FACULTY PERCEPTION)	ADDITION SIGN SYMBOL (ONE YEAR VAPA REQUIREMENT)	LIGHTNING BOLT SYMBOL (CLASS OFFERINGS)	INFINITY SYMBOL (COGNITIVE CHALLENGE & SPECIALIZED INSTRUCTION)	VORTEZ SYMBOL (FACILITIES IMPACT STUDENT PARTICIPATION & PERFORMANCE EXPERIENCES)
<p>Not a popular subject (overlooked)</p> <p>Little acknowledgement from <u>Principal</u> "Come on man..."</p> <p>NHS No one knows there's an orchestra <i>Explanation: Student explained preparations are underway for a concert, and the teacher responded, "there's an orchestra at this school?"</i></p>	<p>People who don't take it serious</p> <p>Students who are uninterested [are] forced to take art</p> <p>Some students don't care - Brings it down [the classroom experience] - Requiring one year of VAPA elective, students take what is considered an 'Easy A' = Choir.</p> <p>Students who want an 'Easy A'</p> <p>Kids who don't care</p> <p>Students who believe art classes are an 'Easy A'</p>	<p>VHS Teacher is disinterested in orchestra. <i>Explanation: Focus of teacher toward band. Would be great to employ/have access to specialists.</i></p> <p>Lack of help for ceramics teacher. More elaborate class structures should have a support team to assist with all aspects of aiding delivery instruction. <i>Explanation: Actual class time for production - 20 minutes. Time consumed with student preparation of materials, production-time and then clean-up.</i></p> <p>Need a Teacher Assistant</p> <p>GENERAL 1 Teacher for 480 Students 1 Teacher v. 300+ students One Teacher v. 150 Students</p> <p>College Readiness Create ACCELERATED HONORS VAPA Classes <i>Explanation: Provide a General VAPA Classes (leveled classes) for students who don't care and need to fulfill their one-year elective.</i></p> <p>Advanced Art Classes should be Honors Credit</p>	<p>VHS Music [repertoire] is extremely easy. <i>Explanation: Level of music is too easy. Not varied enough.</i></p> <p>Lack of specialized instruction. One teacher does it all. Strings need support.</p> <p>NHS Level of music isn't hard enough. <i>Explanation: Despite offerings of both Orchestra and Chamber, another class for advanced credit that challenges students.</i></p> <p>General Not enough teachers that have specialties in each category. <i>Explanation: Larger staff that can address all the specialties needed.</i></p> <p>Music is not challenging enough. <i>Explanation: Dumbed down to accommodate lower level students or those that don't care.</i></p> <p>Students are teaching / assisting lower-level classes</p>	<p>District Visual & Performing Arts Center only for the Arts</p> <p>NHS Having to turn dancers away (@ tryouts) due to limited classroom space. <i>Explanation: 400 students tryout - classroom space can only accommodate 200 students, leaving out many students who want to participate.</i></p> <p>ACHS More tools for building. - No costumes</p> <p>VHS More resources at an acceptable level (glazes, paint, etc.)</p>

WAVE SYMBOL (STUDENT FORUMS FOR SHARING)	STAR SYMBOL (INTUITIVE OBSERVATIONS)
<p>Not enough shows in community to display <u>ART</u></p> <p>Having opportunities to show the school who we are.</p>	<p>ACHS, NHS & VHS No collaboration between art departments - onsite - district-wide</p> <p>No <u>serious</u> exposure during K-5 (K-8 as well) to VAPA learning</p> <p>Hard to build care and value of VAPA with little to no exposure in ES and MS</p> <p>Opportunities for dance in elementary school and middle school. - Not just kickballs in PE</p> <p>Exploratory Arts @ Silverado MS - videos - opportunities</p>

SQUARE SYMBOL (STUDENT CHOICE)	TRIANGLE SYMBOL (SUB-STANDARD VAPA SUPPLIES)	PENTAGON SYMBOL (SUPPORT)	CHECKMARK SYMBOL (FUNDING)	BUBBLES SYMBOL (USE OF TIME)
<p>VHS No student input for plays Contemporary plays and scenes</p>	<p>Poor Art Supplies - Rose Art Color Pencils <i>Explanation: AP Art Students are required to assemble a professional calibre portfolio. Impossible to create fluent art works with sub-standard resources.</i></p> <p>ACHS In some instances, Crayola is not even an option</p> <p>Resources so scarce that AP Art students have been required to water-down tempera paint in order to create watercolor texture.</p> <p>Art Gallery is a storage closet</p> <p>Lack of \$\$\$ for sheet music. ACHS borrows used, tattered library from NHS. Appreciative, but a 'patchwork' library</p> <p>Props & Costumes needed. Currently students & teacher making donations to support programs</p> <p>VHS & NHS Sub-par Art Supplies Students must purchase their own quality art supplies and materials</p> <p>Paint & materials</p> <p>Cost of new dance costumes for jazz show</p> <p>\$ for materials > costumes & washing costumes</p> <p>ACHS, VHS & NHS Cleaning supplies (lack thereof)</p> <p>Students are mounting their own fund raisers for props and theatre materials. Parents are supplying basic resources for basic materials.</p> <p>Lack of funding for trips</p> <p>NHS Funding for drama supplies</p> <p>VHS Lack of funds for trips and supplies</p> <p>Facilities you feel comfortable in</p>	<p>School District Support</p> <p>Science / Math / English Classes are valued more than VAPA</p> <p>Minimal parent involvement / volunteers</p> <p>Lack of recognition</p> <p>NHS Choir Kids Viewed as Lame - Teachers view Choir as extra-curricular - Coaches speak disparagingly about choir - Not 'recognized' [respected] even though consistently award-winning</p>	<p>Financial support & fundraising</p> <p>Funding for outside experiences</p> <p>Funding for shows - Royalties upfront at 10K to mount a production - ACHS has not mounted a musical in six years of being opened</p> <p>Lack of funding for dance (outside) exposure</p> <p>[Lack of] funding for sound equipment (currently in poor condition)</p> <p>NHS Under funding - Choir performed over 30 concerts during the holiday season for basic materials and shared support staff.</p> <p>Funding raising and COST</p> <p>Different guidelines for fund-raising on campus during the academic day</p> <p>ACHS ASB Governance for fund-raising opportunities - Sports - ASB - Academics - Arts</p>	<p>A huge time commitment - school schedule - senior project - all adds up...</p> <p>Time management [challenge]</p> <p>MORE time for prep production</p> <p>Competing for time / space in the District Auditorium</p> <p>Not enough time to finish projects with current 50 minute schedule</p> <p>Scheduling times for after school practices in jazz room</p> <p>VHS No stress release opportunity</p>

EFFECTIVE
Exposure of World Music
Afterschool Programs for the Arts
Arts Attack Curriculum - teaches technique - teaches artists
Choir Performances - Singing (All can do) - Chance to be on stage
Education Through Music Curriculum - Kid are singing - Science-based / engaging brain
Simple musical instruments to play with - motion memory
Parents that are forcing the arts to be at the schools
Exposure to violin at Kinder age
School performances that inspire students
My son has the opportunity to travel to other countries with his choral program
High School Choral Programs - High Quality
Strings, Band & Chorus offered as requirement - Grades 4 - 5
Singing using solfège - for note identification
Afterschool class taught by Pamela Gregory - learn to perform on stage - voice training
Weekly Classroom Music Grades K -3
My son receives excellent instruction in HS Choral & opportunity to perform in a musical
Culinary Arts & visit / feast at Cakebread
Visiting artists leading 'hands-on' projects
Multi-Cultural influences
Field Trips to Art Programs
Parents who fund the arts programs Art & Music is funded by Parent Club
Graphic Arts & Gaming Design at the high school level

CREATED & IMPROVED
Arts should not be only an Elective at secondary level
Music for kids right from Kindergarten
Movement and dance are practically non-existent at elementary level
Mandated field trips per class level - teachers can't opt out
<u>COMMUNICATION</u> ("What is Peachjar?", "Our school principal never mentioned it...")
More equitable, multi-cultural curriculum
Inclusion of Performing Arts starting in Kindergarten level
District-wide program for K-12 consistent
All students in district receive classroom music TK-5th grade with quality curriculum
K-3 music program or choir
Field Trips to museums concert halls, etc. - integrate school subjects
From singing to playing to performance
Hire qualified art teachers
Parent Club exhausted (auctions, bake sales, etc., etc.)
A class period within school that focuses on Art
Inter-School Collaborative Projects
Need - Field Trips & funding (buses) - di Rosa - Napa Valley Museum
4th and 5th Grade Band and Strings - separate beginning & intermediate
Exposure to other departments (importance of Arts)
Art Classes weekly to all grades - Rotating curriculum
Offer Visual & Performing Art Elective opportunities at high school level
Offer performing art opportunities (ex. Dance) in lieu of PE requirement

CREATED & IMPROVED
District-Wide curriculum for Arts and Arts Integration
Music classes weekly for all kids, all grades - rotating curriculum
Classroom music curriculum include Orff [instruments] and recorders
Opportunity for community members to lead classes/workshops for course credit
Help from district to find teachers who can bring music to K-3
Field Trips to symphony
Drama / Speech Training for all kids -- opportunities to perform on stage starting young <u>K-12</u>
Hard to find teachers to implement arts
Regular Visual & Performing Arts assemblies for all schools
Embedding access to transportation for field trips / community events
Visual & Performing Art Class Integration as part of school revisioning: - integrate across curriculum -- music/math; vocal/history; etc.
Equitable access to all schools. Example: NHS = 2,000 students v. NTHS = 400 students

Arenas of Focus			
PARTNERSHIPS A	DIVERSITY B	INFRASTRUCTURE C	VISION D
<p>Create Many NVUSD Partnerships</p> <p>Connect Broader Community to the AEMP</p> <p>Create & Activate a Network of Partners</p> <p>Utilize Public Private School Partnerships</p> <p>Develop an Arts & Public Health Platform</p> <p>Resource Development & Sustainability</p> <p>Use Unique Assets Available in Napa Valley</p> <p>Provide Prototyping Opportunities Reality-Based & Real World Application</p> <p>Underlying Contradictions Perception of zero-sum resources</p> <p>Conflicting schedules of students & partners</p> <p>Museum(s) Performing Arts funding \$\$\$ moving out of the Napa Region</p> <p>Historic Fragmentation & Reluctant Collaboration (Territorialism)</p> <p>No transport to arts facilities</p> <p>Unrealistic Time Expectations</p>	<p>Provide Access to Off-Campus Engagement</p> <p>Cross-Age Collaboration Opportunities</p> <p>Encourage Student Voice</p> <p>Student Arts Participation in the Broader Community</p> <p>Expand Multi-Ethnic Awareness & Influence</p> <p>Increase Cultural Awareness Decrease Cultural Divide</p> <p>Underlying Contradictions Changing demographics of the Napa Valley</p> <p>Affordability of families moving into Napa Valley</p> <p>Unmotivated parents to encourage discovery of something new</p> <p>Culturally irrelevant curriculum & programs</p> <p>Conflicting cultural priorities</p>	<p>Establish Community Arts Infrastructure</p> <p>Effective Use of All Community Facilities</p> <p>Develop a NVUSD Arts Resources Center</p> <p>Identify & Maximize Dedicated Arts Space</p> <p>Create Position to Facilitate Master Plan</p> <p>Underlying Contradictions Outdated facilities in the NVUSD schools</p> <p>Restricted personnel to support use of facilities</p> <p>Utilization & staffing for facilities</p>	<p>Define Napa Valley Cultural Vision</p> <p>Underlying Contradictions Unclear shared vision for role of Arts & Culture</p>

Arenas of Focus			
CURRICULUM E	EQUITY F	INSPIRATION G	PUBLIC RELATIONS H
<p style="text-align: center;">Strengthen Arts Integration in the Curriculum</p> <p style="text-align: center;">Integrate Arts in the Schools</p> <p style="text-align: center;">Cultivate Arts Awareness Within Schools</p> <p style="text-align: center;">Art as Core Curriculum</p> <p style="text-align: center;">Create Local Arts Scholarships Linked to Community</p> <p>Underlying Contradictions Restricted teacher resources</p> <p>Unbalanced school funding & resources</p> <p>Narrow measurement of success</p> <p>Overlapping & ineffective programs</p> <p>Belief in (Long Term) Sustainability</p> <p>Inaccessible opportunity to expand student schedules</p> <p>Integrate artists & art organizations in arts education</p>	<p style="text-align: center;">Equitable Opportunities & Representation for All</p> <p style="text-align: center;">Equal Access Frequency to Programs for All Students</p> <p>Underlying Contradictions Fear of the unknown</p> <p>Excessive division of “have” and “have nots”</p>	<p style="text-align: center;">Educate Educators on the Value of the Arts</p> <p style="text-align: center;">Convene & Support VAPA Educators</p> <p style="text-align: center;">Professional Development for Arts Providers</p> <p>Underlying Contradictions No Teacher Incentives for the Arts</p> <p>Fear of the unproven or CHANGE</p> <p>Teacher Initiative fatigue</p>	<p style="text-align: center;">Advocate & Empower the Value of the Arts</p> <p style="text-align: center;">Building a Foundation for Support</p> <p style="text-align: center;">Use Data to Support Arts Platforms in Schools</p> <p style="text-align: center;">Use Technology to Advance the Arts</p> <p>Underlying Contradictions Narrow understanding of actual need</p> <p>Devalued role of Art in personal development</p>

INTEGRATE ARTS IN THE SCHOOLS E	USE DATA TO SUPPORT ARTS PLATFORMS IN SCHOOLS H	PROVIDE ACCESS TO OFF-CAMPUS ENGAGEMENT B	CREATE LOCAL ARTS SCHOLARSHIPS LINKED TO THE COMMUNITY E	CONNECT BROADER COMMUNITY TO THE ARTS EDUCATION MASTER PLAN A	EDUCATE EDUCATORS ON THE VALUE OF THE ARTS G	USE TECHNOLOGY TO ADVANCE THE ARTS H
<p>Bring professional actors to lead drama workshops</p> <p>Artists in the schools for performances</p> <p>Bring art performers to the schools</p> <p>Art Teachers Without Borders</p> <p>All students receive drama instruction IN SCHOOL</p> <p>Integrate students & teacher & parents in the Arts</p> <p>Include ESL, ELA and all student communities</p> <p>Bilingual & Multilingual opportunities</p> <p>Curriculum-based education in schools for Arts (VOENA)</p> <p>Teen playwriting festival cast with professional actors</p> <p>Professional local playwright creates short values play & tours schools</p> <p>Partnerships with schools and performing arts organizations</p>	<p>Use data to support Arts platforms in schools</p>	<p>Students have access to transportation to attend theater</p> <p>Bring the students to the NVOH (Napa Valley Opera House) to experience Art</p>	<p>Local scholarships [to include]:</p> <ul style="list-style-type: none"> - VAPA Internships - Outreach - TK-12 Students 	<p>Students present/invite senior citizens to live drama performances</p> <p>Expanding retiring baby boomers with opportunities to support the Arts</p> <p>Orient parents to the value of the Arts</p> <p>Drama workshops for parents/ senior citizens</p> <p>Orientation & support of political leaders</p> <p><u>City of Napa adopts resolution: "Art Month"</u></p>	<p>Orient teachers in the "value" of the Performing Arts</p> <p>Education sessions in the NVOH for teachers</p> <p>Embrace & support of education administrators</p> <p>Develop arts integration professional development</p>	<p>Student performances live streamed to the world</p> <p>Integrate multi-media into live performance</p>

UTILIZE PUBLIC • PRIVATE SCHOOL PARTNERSHIPS A	EXPAND MULTI-ETHNIC (BINATIONAL) AWARENESS & INFLUENCE B	STUDENT ARTS PARTICIPATION IN THE BROADER COMMUNITY B	EFFECTIVE USE OF ALL COMMUNITY FACILITIES C	CONNECT BROADER COMMUNITY TO THE ARTS EDUCATION MASTER PLAN A	EDUCATE EDUCATORS ON THE VALUE OF THE ARTS G
Integrate private schools into program Partnerships with private & public schools presenting live theatre	Develop a binational focus Art Scholarships Without Borders: (International Funding) Bilingual & Multilingual opportunities in art shows / competitions Work with Mexican Consulate - San Francisco - Institute Mexican Students Abroad	All students attend live theatre Student attend performances at NVOH Middle School and High School students attend Oregon Shakespeare Festival Middle School / High School students put on a performance for the K-5 students	Students use NVOH Stage for performances Arts organizations have access to all NVUSD facilities Use of all community facilities Improve systemic scheduling & use of all Napa performing arts facilities Tour of the NVOH w/ other historic buildings for architecture Use of the NVOH as a “focal point” for the performing arts Construction of new arts facility Display of students art in NVOH & community Fundraising activities at NVOH	Students present/invite senior citizens to live drama performances Expanding retiring baby boomers with opportunities to support the Arts Orient parents to the value of the Arts Drama workshops for parents/senior citizens Orientation & support of political leaders <u>City of Napa adopts resolution:</u> “Art Month”	Orient teachers in the “value” of the Performing Arts Education sessions in the NVOH for teachers Embrace & support of education administrators Develop arts integration professional development

DEFINE NAPA VALLEY CULTURAL VISION D	STRENGTHEN ARTS INTEGRATION IN THE CURRICULUM E	CULTIVATE ARTS AWARENESS WITHIN SCHOOLS E	INCREASE CULTURAL AWARENESS DECREASE CULTURAL DIVIDE B	ESTABLISH COMMUNITY ARTS INFRASTRUCTURE C	DEVELOP AN NVUSD ARTS RESOURCE CENTER C	DEVELOP AN ARTS & PUBLIC HEALTH PROGRAM A	CREATE MANY NVUSD PARTNERSHIPS A
Distill plan to “essence” Cultural ‘terroir’ defined Arts Education as part of a community vision Arts recognized WITH wine & food (on equal footing) Vision for Community Arts Education cultivates taste and critiques taste Education of Community Resources for Community Implementation in Community Cultivate holistic ideas of “Art” Make the Arts accessible <u>TO ALL</u> ART makes ideas & values visible “Students” as life-long supporters Develop presentation skills Arts & Economics are interdependent	Integrate Arts into all subjects Art Teachers teach history & context not only practice Arts Education transcends artwork / performance & goes beyond school / studio Student Voice present in [Arts Education Master] Plan - Don’t forget the Middle [School]! The District [Office] knows about, supports & celebrates it’s employes’ who are also artists	Celebrate Arts Awareness - Day - Month - Year Fund & install [copies of] great Art to be posted in schools Fund Arts Awareness field trips Art Truck (Food Truck Concept) - <i>Rolling to a school near you!!</i>	- Increase cultural awareness, decrease cultural divide Cultivate cross-cultural communications Build critical mass of Anglo-Spanish speakers Prioritize Spanish language and hispanic culture in Arts planning FLIP language empowerment model PLAN / DO bilingual / cross-cultural ARTS PLANNING	Robust public arts programs Design walkable villages for general community Community-wide display opportunities Management of facilities to use them 100% ‘Bikes are King’ - out of car thinking... ALL Arts Venues implement arts education Community Gardens for regular meeting spaces Celebrate Arts Awareness in all communities Build & support Pathways for Arts Collaboration - teacher to teacher - teacher to artist - teacher to organization Live / Work Arts Space Centralized Directory of the Arts Arts Incubation facilities Expertise / Resources & thinking to support Central Arts Resource Center	Fund resources / materials [to be] readily available	Arts and Mental Health (funding opportunity?)	NVUSD partners with Napa Valley College so every child experiences the Arts on a college campus ...and can someday see themselves on that campus Create many <-> NVUSD partnerships

IDENTIFY & MAXIMIZE DEDICATED ARTS SPACE C	PROFESSIONAL DEVELOPMENT FOR ARTS PROVIDERS G	PROVIDE PROTOTYPING OPPORTUNITIES A	ENCOURAGE STUDENT VOICE B	BUILDING A FOUNDATION FOR SUPPORT H	CROSS-AGE COLLABORATION OPPORTUNITIES B	CONVENE & SUPPORT VAPA EDUCATORS G	EQUITABLE OPPORTUNITIES & REPRESENTATION FOR ALL F
<p>On-site Great Room - Music & Art</p> <p>Central Art Space</p> <p>Provide professional working space to create, work and share</p> <p>Dedicated space as acknowledgement of value - STUDIO</p> <p>Mobile Art Bus</p>	<p>Professional Development in education for arts providers</p>	<p>Art Lessons as potential jobs - Architect / Designer</p> <p>Connection to the community / world</p> <p>Student projects taken / tested in live environments</p> <p>More arts-based, project-based learning</p>	<p>Ongoing student voice through alliance process (benchmarks)</p> <p>Develop teamwork & collaboration skills</p> <p>Using the Arts for self-discovery for students</p> <p>Diversity of students in all disciplines</p> <p>Fostering student voice / choice</p>	<p>Identify art careers in which one can make a living HOPE!</p> <p>Expose career opportunities related to Art</p> <p>Build public will for action</p> <p>Advocacy, marketing & messaging for the value of "why"</p> <p>Community & school districts embrace Arts Education as "Core" - not an add-on</p> <p>PR [for] general acceptance</p> <p>Engaging district leaders in the value & impact of arts programs</p> <p>Convene stakeholders together with purpose moving forward</p> <p>Community arts organizations collaborating to deliver experiences</p>	<p>Collaboration</p> <ul style="list-style-type: none"> - Schools - Areas - Ages - Cross-Age Genre <p>Connecting art students with adult students (college)</p>	<p>Artist / Teacher Mixers</p> <p>Free Wine for Art Teachers</p> <p>Hiring educators who support arts education</p> <p>Revive & energize teachers with Continuing Education</p>	<p>Arts exposure to families</p> <p>Community connection with schools, students & teachers</p> <p>Creating Arts Culture for all (inclusive)</p> <p>Exposure to diversity of cultures</p> <p>Providing equal exposure for schools and students</p>

EQUAL ACCESS & FREQUENCY TO PROGRAMS FOR ALL STUDENTS F	RESOURCE DEVELOPMENT & SUSTAINABILITY A	USE UNIQUE ASSETS AVAILABLE IN NAPA VALLEY A	CREATE & ACTIVATE A NETWORK OF PARTNERS A	ADVOCATE & EMPOWER THE VALUE OF THE ARTS H	CREATE POSITION TO FACILITATE MASTER PLAN C	ART AS CORE CURRICULUM E
<p>Equal access & frequency to programs for all students</p>	<p>Teach organizing & care of supplies / instruments (includes body)</p> <p>Encourage programs to recycle & upcycle items to create Art</p> <p>Student Art Sales -> Fundraising \$</p> <p>Tools / Supplies Upgrades \$</p> <p>Encourage integrative approaches to reduce overloading students & teachers</p> <p>Create marketing collaborative for raising \$ - sustainability</p> <p>Max impact of resources</p> <p>Leveraging resources for \$</p> <p>Clarity of what resources / \$ teachers will need to succeed</p> <p>Enough funding for each art class to do all projects, events & needs</p>	<p>Reading, adapting, performing Robert Louis Stevenson stories & poems</p> <p>Outdoor Easel Painting Experience</p>	<p>Expose students to professional practitioners / performers</p> <p>Artist-In-Residence at each school - change quarterly</p> <p>Students have experience @ real-life work</p> <p>Connect with professional artists and creators</p> <p>Attendance at live performances</p> <p>Provide professional production & performance experience</p> <p>More local art performance</p> <p>Use local setting [for] field trips - Hess - di Rosa - etc.</p>	<p>Develop Critical Thinking skills in students</p> <p>Using a creative experience and thinking strategy in all subjects</p> <p>The Arts (Poetic Spirit) transcend all disciplines</p> <p>Push creative problem solving thru Art</p> <p>Include Societal Arts</p> <p>Creating an understanding of effort required to produce Art</p> <p>Teach the importance of discipline & follow-through</p> <p>Doing Writers write Painters paint</p> <p>Extract emotion from education</p> <p>Distinguish information from knowledge</p> <p>Develop a love of learning / fun</p>	<p>Create individual school district department & staff to organize: - programs - resources - directory</p>	<p>Art Education as Core - not extra</p> <p>“Core” Arts Education-No Gaps, with experiences</p> <p>Art that incorporates standards & marries language</p> <p>Solid structure through standards</p> <p>Clear vision of [what] elementary, middle & high school Arts excellence [is]</p> <p>Illustrating the past - History informing Art</p> <p>Teach Arts Appreciation</p> <p>Robust elementary school instrumental music programs</p> <p>Collaboration amongst students</p> <p>Use more collaborative art projects in [the] classroom</p> <p>Teach time management - Art not - just - “if time”</p> <p>Teach methods for originating ideas</p> <p>Create a non-negotiable, minimum threshold for all schools</p> <p>Standards Synonyms: - Guidelines - Criteria - Specifications</p>

appendix D

acknowledgements

Acknowledgements

Appreciation for the generous support, time and ingenuity by all participants for realizing the Arts Education Master Plan.

Participant contributions were collected during interviews, meetings, visioning sessions and strategic alignment sessions.

Napa Valley Unified School District NVUSD Board of Education

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Maintenance and Operations

Gloria Aguiar - Operations Manager
Custodians at each school site that assisted with the walking tours

LeadIn Napa

Aaron Eisberg - Academic Specialist

Assessment, Achievement & English Learner Services

Sarah Williams - Director

Arts Council Napa Valley Education Alliance - NVUSD Leadership

Pam Perkins - Salvador Magnet School Principal

Office of English Learner Services

Patti Rochon

Student Voice Night

Visual & Performing Arts Students from:

American Canyon High School, Napa High School & Vintage High School

Parent Insight Night

Parent representatives from elementary, middle and high schools district-wide

Napa Valley Unified School District**Elementary Schools**

Alta Heights Magnet Elementary School

Bel Aire Park Magnet Elementary School

Browns Valley Elementary School

Canyon Oaks Elementary School

Donaldson Way Elementary School

El Centro Elementary School

McPherson Elementary School

Mt. George Elementary School

Napa Junction Magnet Elementary School

Napa Valley Language Academy

Northwood Elementary School

Phillips Elementary School

Pueblo Vista Magnet Elementary School

Salvador Magnet School

Shearer Elementary School

Snow Elementary School

Vichy Elementary School

West Park Elementary School

Yountville Elementary School

Napa Valley Independent Studies

Middle Schools

American Canyon Middle School

Harvest Magnet Middle School

Redwood Middle School

River School

Silverado Middle School

Napa Valley Independent Studies

High Schools

American Canyon High School

Napa High School

New Technology High School

Valley Oak High School

Vintage High School

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Christine Golik
John Hannaford

Community Stakeholders Visioning Sessions

ACNV
Angela Hoxsey

Napa Valley Writers
Lance Burris

Nimbus Arts
Kerri Beeker

Lincoln Theater
Laila Aghaie
Chris DeNatale

The Music Connection
Kristin Anderson

NVAC
Josanna Borelli Zavala

Robert Louis Stevenson Museum
Marissa Schleicher

Festival Napa Valley
Michelle Voss

Napa Valley Youth Symphony
Shelly Surh

Napa Valley Education Foundation
Jennifer Stewart

Community Stakeholders Visioning Sessions (cont.)

Music in the Vineyards
Evie Ayers

Napa County Board of Supervisors
Brad Wagenknecht

Jessup Cellars | Humanitas | Handwritten Wines
Judd Wallenbrock - President and Managing Partner

UC Merced
Rina Faletti - Post-Doctoral Fellow

Xulio Soriano

Lisa Thompson

Aimee Guillot

Tamra Fox

Tiffany Kenny

Karen Brocker

Maria Villagran

Julie Herdell

Phil Lofaro

Margaret Starrett

Connie Rodriguez

Becky Dolcini Castillo

Napa County Office of Education

Barbara Nemko - Superintendent of Schools
Jan Sabo - Assistant Superintendent
Seana Wagner - Public Information Officer

Napa Valley College

Cathryn Wilkinson - Dean, Arts & Humanities
Mechele Manno - Interim Associate Dean
Erik Shearer - Professor of Art
Rhue Bruggeman - Professor of Arts, Ceramics and 3-D Art
M'Cormick Hamilton - Division Secretary, Arts & Humanities

Additional Support

Napa High School
Annie Petrie - Principal

Jen Philips Photography

Funders Session

Notes for Education
Debi Cali Leal

Arts Council Napa Valley
Olivia Everett
Colette Schow

Festival Napa Valley
Sonia Tolbert
Veronika Martinez
Tessa Edwards

Napa Learns
Peg Maddocks

NV Community Foundation
Julia DeNatale

BottleRock
Justin Dragoon

Gasser Foundation
Terri Niles

NV Art Association
Sherrell Harper

Music in the Vineyards
Evie Ayers

NV Ed Foundation
Jennifer Stewart

Napa Hispanic Network
Cathy Gillis

Choral Music | Theatre | Dance Educators

Teresa Giner
Travis Rogers
Mark Teeters
Susan Davis
Margaret Dennett
Anna Paris
Karen May
Summer Heartt
Liz Amendola
Brendan Day
Sarah Grant
Lisa Sullivan
Debbie Walden
Hollie Schmidt
Alan U'Ren
Lisa Jouanen
Sue Helms
Patty Profitt
Kimberly Olson
Jamie Butler

Instrumental Music Educators

Wendy Scott
Debbie Walden
Bill Gantt
Stephanie Hawks
Brendan Day
Mike Riendeau
Brendan Galvin
John Hannaford
Alan U'Ren

Visual Arts Educators

Jennifer Leahy
Lisa Groom
Samantha Hull
Andrew Winegarner
Paige Dearden
Kyle Alexander
Tere Charney
Shannon Hattyar
Ginette Ilsley
Korey Nagel
Mel Simpson
Margaret Dennett
Christina Golik
John Hannaford
Steve Pult-Vega
Crystal Clark
Adam Musto
Damien Demarco
Audrey Weeks
Florence Whisenant
Lisa Foneville
Kathy Dewey
Julia Zmed
Melinda Miller

Momentum ProjectLab**education design + experiential learning**

Patrick Bolek - Founder & CEO
Jennifer Hunt - Project Coordinator
Shannon Hattyar - Project Assistant

appendix E

communication

Create & Implement Visual & Performing Arts Communication System

Visual & Performing Arts Coordinator

Create and establish communication system for immediate dissemination | response protocols for all NVUSD and VAPA information.

Establish a Visual & Performing Arts Directory that contains:

- 1) VAPA Educator First and Last Names
- 2) School Assignment(s)
- 3) School Phone Number(s)
- 4) Mobile Phone Number (optional)
- 5) Office Phone Number (if applicable)
- 6) VAPA Discipline Assignment at each school site (consistently labeled)
- 7) NVUSD email address
- 8) Public | personal email addresses (optional)
- 9) Categorize VAPA Educators by elementary, middle and high school designations
- 10) Categorize VAPA Educators by discipline