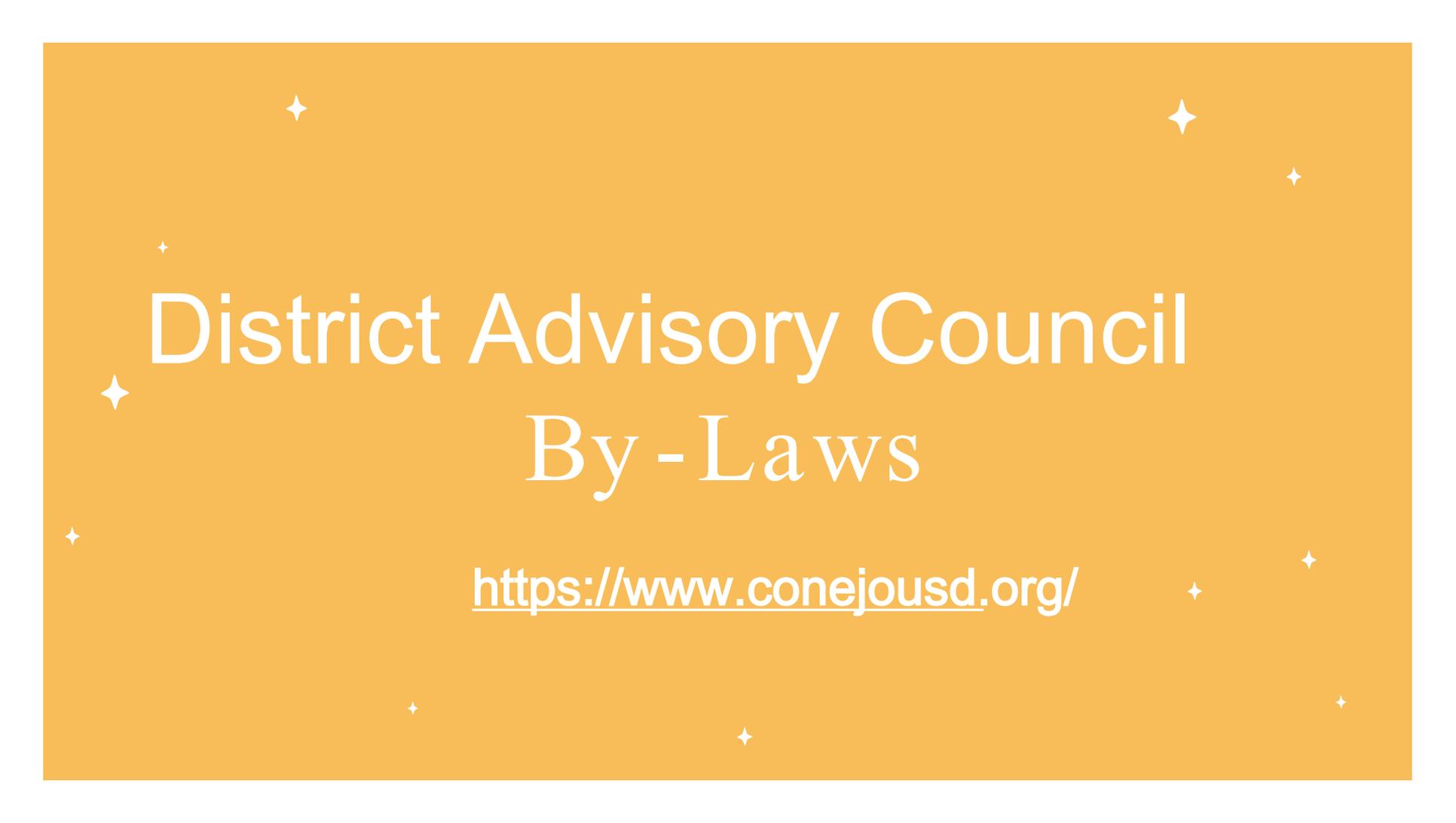




District Advisory Council

December 13, 2022



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District Advisory Council By - Laws

<https://www.conejousd.org/>

School-Connected Organizations

The Governing Board recognizes that parents/guardians and community members may wish to organize parent organizations and/or booster clubs for the purpose of supporting district and extracurricular programs, such as athletic teams, debate teams, or musical groups. The Board appreciates the contributions made by such organizations and encourages their interest and participation in supporting district activities and helping to achieve the district's vision for student learning.

CVUSD Board Policy 1230 - School-Connected Organizations

School-Connected Organizations

The Board recognizes that school-connected organizations are separate legal entities, independent of the district. However, in order to help the Board fulfill its legal and fiduciary responsibility to manage district operations, any school-connected organization that desires to raise money to benefit any district student shall submit a request for authorization to the Board, in accordance with Board policy and administrative regulation.

CVUSD Board Policy 1230 - School-Connected Organizations

School-Connected Organizations

Persons proposing to establish a school-connected organization shall submit a request to the Governing Board for authorization to operate at the school. Parent Teacher Associations (PTAs) will submit applications to the Conejo Council PTA in lieu of submission to the Governing Board. For the purposes of this AR, Parent Support Organizations include Parent/Booster Organizations and PTAs.

CVUSD Administrative Regulation 1230 - School-Connected Organizations

School Site Funding

1. General allocation to school based on enrollment
2. Additional federal funding to Title I elementary schools based on enrollment of low-income students.
3. Additional one-time funding
4. School-connected organizations - booster clubs, PTA, PFA



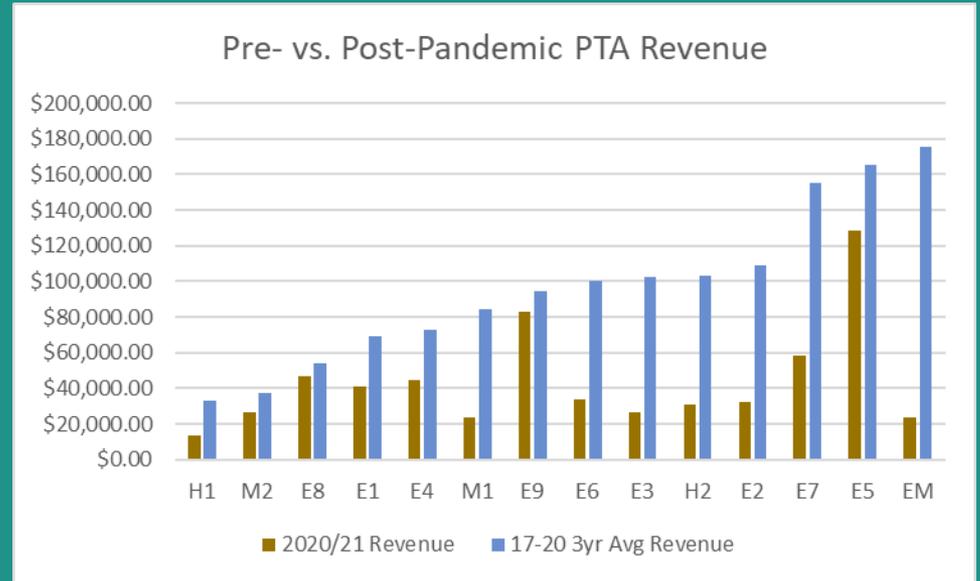
Range of Revenue and Expenditures

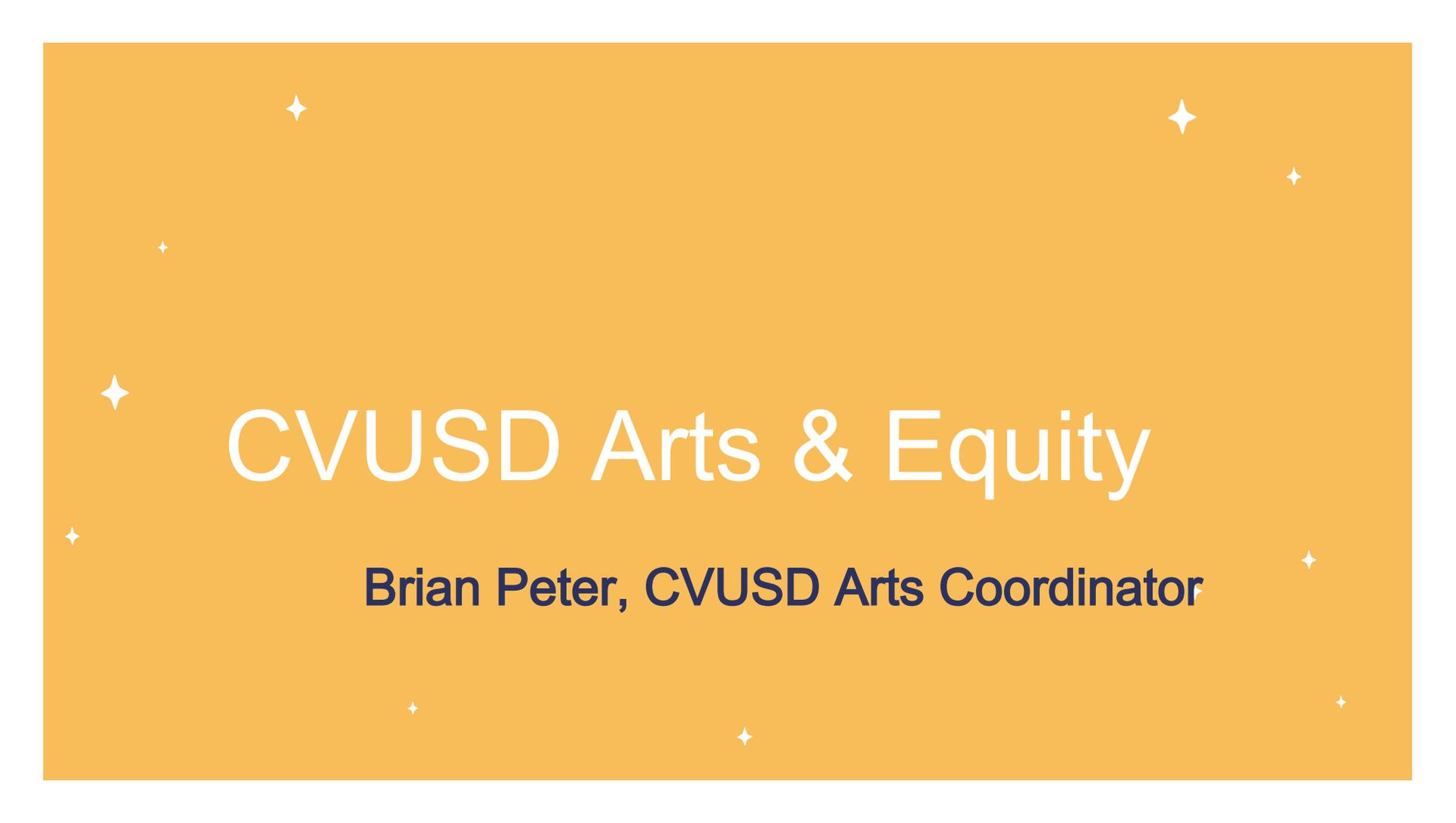
	Revenue Range (2018/19)	Common Sources of Revenue	Common Expenditures
Elementary	\$55,000 to \$160,000	Jog A Thon/Fun Run, Yearbook, Gift wrap, Book fair	PE Specialists, Technology, Music Specialists,
Middle School	\$40,000 to \$100,000	Direct donation, Restaurant Night	Department materials, Hospitality
High School	\$30,000 to \$100,000	Direct donations, Book sales	Teacher materials, Scholarships

Impacts of the Pandemic

During the Fiscal Years (FY) 2017/18, 2018/19, and 2019/20, our 15 schools raised a total of \$1.3M for school programs and improvements.

But during FY 2020/21, we only raised \$615K, less than half of the money raised during prior years. On average, during the 2020/21 school year, our schools raised only 45.4 percent of their average revenue from the prior three years.



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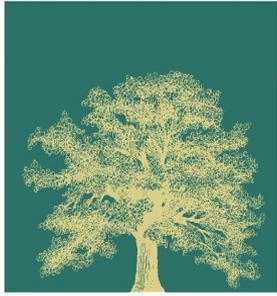
CVUSD Arts & Equity

Brian Peter, CVUSD Arts Coordinator

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Conejo Schools Foundations

Lana Clark, Executive Director

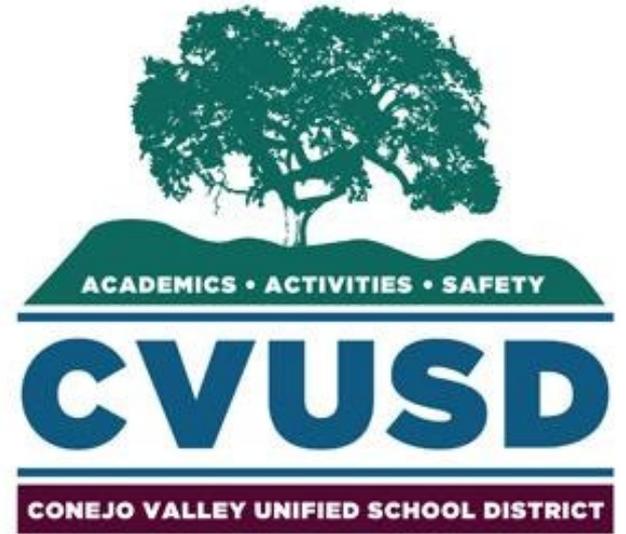


CONEJO
SCHOOLS
• FOUNDATION •

Lana Clark
Executive
Director

Who We Are:

The Conejo Schools Foundation is an independent 501 (c)(3) non-profit organization that supports Conejo Valley Unified School District programs and activities, its schools, teachers, and students. The Conejo Schools Foundation partners with the community to mobilize support and resources in order to protect, strengthen, and grow quality educational experiences for all CVUSD students.



How do we differ from a PTA/PFA?

Not school site
specific; focus on
district-wide
initiatives

Provide programs
and cover
additional staff
expenses



Our Signature Programs

Past support:

Wellness Centers

Conejo
Closet/Student
Support

Breakthrough

Parent Outreach
Program

HOP into
Kindergarten/Conej
o ES

Spelling Bee
Registration

We the People

Music & Arts

Focus on the Future

- Endowment & Naming Opportunities
- Expanded Summer Programming
- Teacher Recognition
- Additional Grant Offerings





How can you help us?

- Make a gift
- Become an event sponsor
- Share a name or make an introduction



How can we help you?

- Identify projects for support



Questions?

Thank
You!

Lana Clark

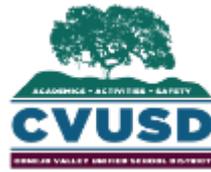
lane@conejoschools.org

www.conejoschools.org

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Conejo Council PTA

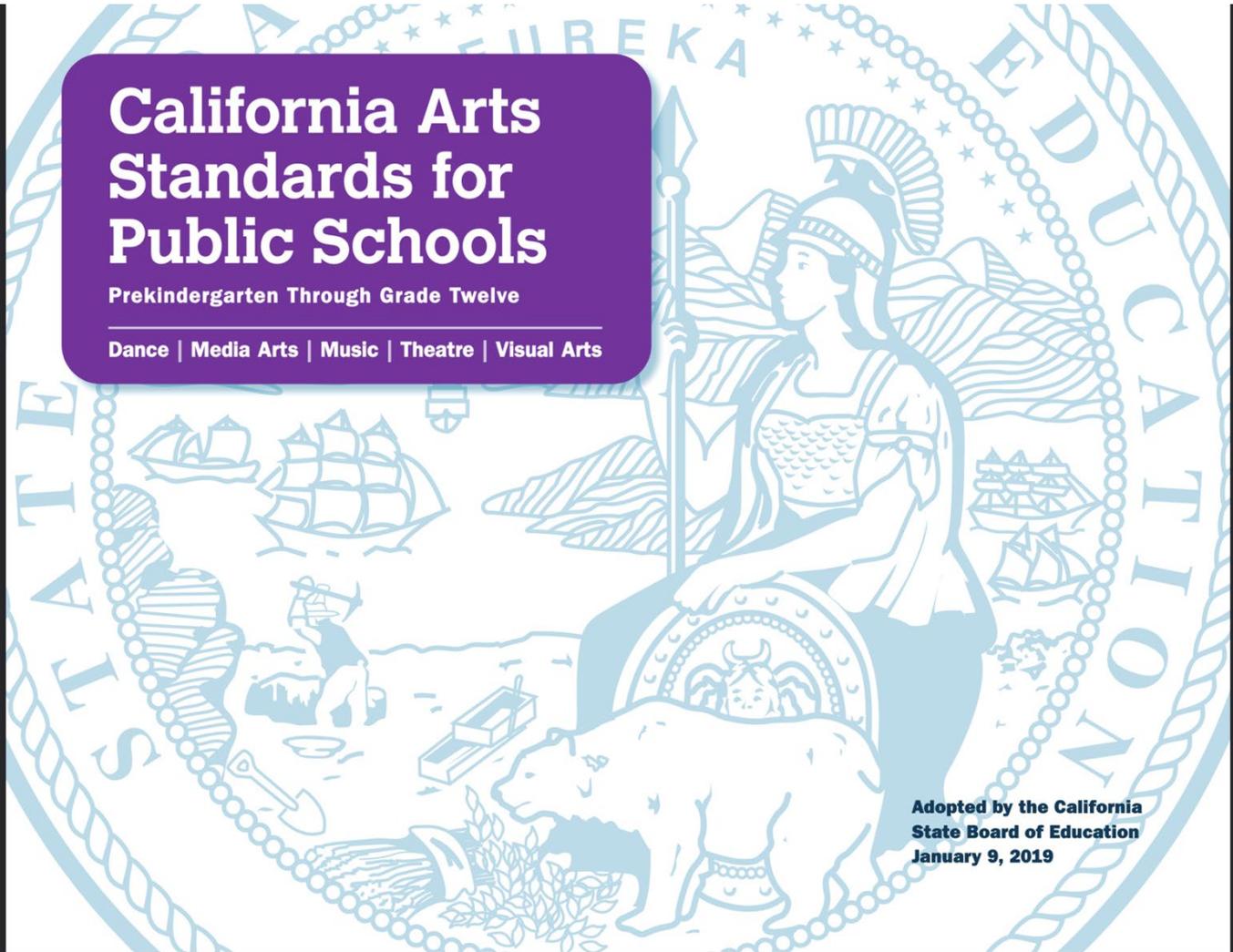
Cathy Riggs, CCPTA President



Visual and Performing Arts Update

Dec 13, 2022

District Advisory Council

The background of the page is the official seal of the California State Board of Education. It features a central figure of Minerva, the Roman goddess of wisdom and art, seated on a throne and holding a spear. She is surrounded by various symbols of California's history and industry, including a grizzly bear, a miner, a ship, and a plow. The seal is encircled by the text "EDUCATION" at the top and "THE STATE OF CALIFORNIA" at the bottom, with the word "EUREKA" at the very top.

California Arts Standards for Public Schools

Prekindergarten Through Grade Twelve

Dance | Media Arts | Music | Theatre | Visual Arts

Adopted by the California
State Board of Education
January 9, 2019

Conejo Valley Unified School District Arts Planning Team:

Dr. Ricardo Araiza Director, Multilingual Learners and Equity
Julie Bernard, Art Specialist - Aspen / Parent
Katie Berry, Elementary Counselor
Elizabeth Blake, Teacher, Westlake H.S. & Los Cerritos M.S. Strings
Jason Branham, Administration - Principal, Westlake High School
Michael Freed, Long term sub, Los Cerritos M.S. Band
Alison Friedman, Art Teacher (credentialed) - Aspen Elementary
Cindy Goldberg, Trustee, Board of Education
Brynn Hutchison, General Ed Teacher (K-5) - Lang Ranch Elementary
Nicole Judd, Principal, Redwood Middle School
Kim Kilgore, Former CVUSD Strings Coach, Arts Parent, & Studio violinist
Frank Laguardia, Music teacher at MATES and CLU, Parent
Eric Lindroth, Teacher, NPHS - Photo
Kenneth Loo, Assistant Superintendent - Instructional Services
Beth Pearcey Neal, Acacia Magnet School / Small Business Owner
Brian Peter, VAPA Coordinator CVUSD / WHS Jazz Band Director
Alec Proudfit, Recent CVUSD Alumni, Strings Coach, photo & media company owner
Denise Reader, Conejo Schools Foundation
Niki Richardson, Director, TOArts
John Sargent, Newbury Park, Choir
Dr. Dena Sellers, Director, Elementary Education
Jonathan Serret, Cultural Affairs Director, City of Thousand Oaks
Marilyn Strange Teacher, Theatre, NPHS
Karen Surmani, CSUN Arts, Music Education, Student Teacher Supervisor, Parent
Karen Sylvester Trustee, Board of Education
Vivian Vina, Principal, Glenwood Elementary
Kirsten Walker, Principal on Special Assignment (POSA) - special education focus
Nicole Wall, Teacher (ELD & Art - Middle School) & ELD Advisor
Dr. Sonia Wilson, Director, Middle School Education
Peggy Burt, Arts Education Strategic Planning Facilitator, Mindful Strategies Consulting

Strengths seen from Strategic Arts Committee

- | | |
|---|---|
| <ul style="list-style-type: none">● Talent in the Arts (Professional-Artists, Dancers, musicians, film, actors)....● Parent Support● Staff Collaboration● Talented & innovative teachers & staff● Our community loves the arts● Teachers that love the arts● Passion in the community for arts● Community opportunity for student participation● Dedicated students and community resources | <ul style="list-style-type: none">● Wealth of community resources● Decision makers are listening to a coordinated voice● Board Support● Dedicated VAPA TOSA● Parents want the arts● Parent and Teacher Arts Support● The students ability of creativity if given the opportunity● Student passion for and engagement in the arts drives parents to become engaged. |
|---|---|

Challenges seen by Strategic Arts Committee

- Needing a change in culture
- Inadequate funding (dedicated) to keep momentum, equity, and continuity
- Equitable communication to diverse stakeholders
- Policies
- Insufficient Commitment to funding
- Need to focus on whole child, not just AP and college acceptance
- Funding
- Time in the day compared to other subjects
- CVUSD and state of CA Red Tape
- Finding dedicated people who have the time to do the actual work
- Multiple student groups with diverse needs
- Communication
- Loss of class sections due to school enrollment forcing combinations of students of widely varied levels into the same classes.
- Coordination of arts programs, engineer pathways to allow all to work together towards a common arts goal.
- More arts integration across subjects, TK-12
- School site autonomy versus coordinated decision-making at district level

Conejo Valley Unified School District

Strategic Arts Plan

2022-2027



[Model
Resolution
CVUSD
Declaration
of the Rights
Equity in
Arts
Learning](#)



/

Resolution to Adopt the Declaration of the Rights of All Students to Equity in Arts Learning

WHEREAS, ***Conejo Valley Unified School District School Board*** acknowledges that arts learning – which includes dance, music, theatre, and visual and media arts – is an essential part of a comprehensive education for all students, pre-K-12, to prepare them for college, career and life.

WHEREAS, arts learning promotes critical thinking and problem-solving skills, supports overall academic achievement and nurtures skills that help all students in ***Conejo Valley Unified School District*** succeed in school and in life.

WHEREAS ***Conejo Valley Unified School District School Board*** recognizes that particular groups of students experience significant barriers to access, participation and success in arts learning and that these barriers are directly linked to historical, persistent and pervasive inequities in our educational system.

WHEREAS, we do adopt this declaration as follows:

Declaration of the Rights of All Students to Equity in Arts Learning

CVUSD Solutions

- Create & Implement a CVUSD Strategic Arts Plan
 - *(done, June 2022)*
- Adopt “Declaration of the Rights of All Students to Equity in Arts Learning”
 - *(done, June 2022)*
- One-Time Funding - *Music & Arts Block Grant - \$3 Million*
 - *(August 2022)*
- Long Term Funding - *Prop 28 - \$2.2 Million unofficial*
 - *(Nov 2022)*
- Demonstrate a TK-12 Coordinated Arts Education as Core Curriculum Through Action
 - On going
- Change Culture away from “Arts as an Enrichment Activity”
- Our Schools are a Global TEAM to Achieve Student Equity to Arts Access
- Accountability

SB181 Music & Arts Block Grant (2022)

- Allocated from Governor's Budget (\$2.2 billion total for CA VAPA)
- One-time funds
- Three years to spend
- Funds not spent AFTER three years are swept
- We can spend all at once, or over a 3-year period
- CVUSD allocated \$3 million towards the CVUSD Strategic Arts Plan
- No real limitations on spending, just needs to be VAPA
- CVUSD Board of Education and district leadership allocated these funds towards Strategic Arts Plan implementation
- Many school districts did not allocate Music & Arts block grant funds to VAPA...

Prop 28 Passed! Thank you voters!

- Funding starts fall 2023 and is ongoing each year
- Funding is 70% based on total enrollment, and 30% on low-income students
- 80% of funding must go to staffing
- Funds must supplement (add to) current VAPA programs, not supplant (replace).
- Annual reporting to CA is a requirement
- No other big details have been released
- CCSESA, LACOE, Peggy Burt, etc. pushing Ca Dept of Ed for details
- CDE will make final decisions
- CVUSD guesstimate is \$2.2 Million annually, 80% is apx \$1.75 Million
- Many questions still unanswered

Prop 28 Challenges

- Entire State of CA is now hunting for Arts Educators
- Credentialed, Experienced, and Qualified VAPA Teachers are Rare
- Conejo Valley is Expensive
- We want to move quick to recruit and hire the best!

CVUSD Advantages to Recruitment:

- Strategic Arts Plan
- Dedicated VAPA Coordinator
- Funding
- BOE & Administrative Investment
- Community Support of Visual and Performing Arts

Where We Were:

Previous Elementary Data, 17 Sites - as of Sept 2021

Specialists supported by:

- PTA/PFA
- Family Funded (CRPD fee based)
- Site Funded (Instruction / Title 1)

	Art	General Music	Band	Choir	Computers	Dance	Drama	Recorders	Strings
Specialists	11	9	16	14	6	7	0	4	12
PTA/PFA Funded	9	8			5	2		4	
Family Funded			16	14					12
Site Funded		1				3 (free)			
Not Sure	2				1	2			

'22/'23 Implemented CVUSD VAPA Programs

- Four Theater Arts Integration PDs at Civic Arts Center: TOArts
- Credentialed General Music Teachers in all 4th and 5th grade classes in CVUSD
- Purchased 35 soprano Ukuleles, 7-piece Peripole Orff mallet Instruments, frame drums, diatonic boomwhackers, octavators, gathering drum, shakers, & rhythm sticks for all 17 elementary sites.
- Saavas Elem General Music Curriculum - Karen Surmani, CSUN professor and elem music Saavas editor & specialist on staff
- \$3 million in one-time block grant dollars to be spent on TK-12 VAPA programs over the next 2.5 years. Program teachers and principals will budget together.
 - Significant investment in instruments, equipment, PD, maintenance, repair, instruction, & specialists
- Prop 28 ongoing funding towards long term staffing and ongoing expenses.

What is Arts Integration

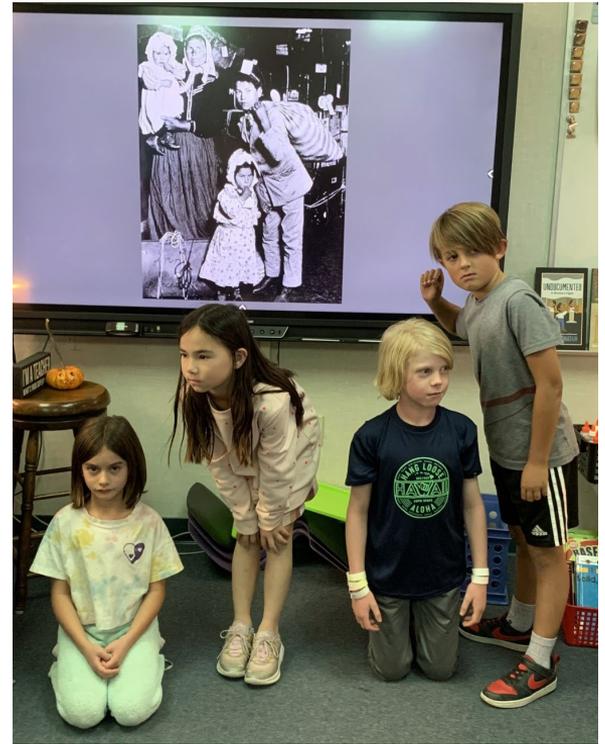
Kennedy Center
Definition

Arts Integration is
an **APPROACH** to **TEACHING**
in which students construct and demonstrate
UNDERSTANDING
through an **ART FORM**.

Students engage in a
CREATIVE PROCESS which
CONNECTS an art form and another subject area
and meets **EVOLVING OBJECTIVES** in both.

Ellis Island: Theater Arts Integration

- My 3rd grade students read articles and books about Ellis Island (both fiction and non-fiction), explored maps and graphs about immigrant statistics, went onto an interactive Ellis Island website, and watched videos about Ellis Island's and the Statue of Liberty's history.
- Practiced "Go, Drop, Melt" and the statues exercise.
- Ellis Island Image Tableau - I wanted this experience to help my students prepare for their Ellis Island simulation which is tomorrow (dressing up, role playing immigrants entering Ellis Island/USA, etc.)
 - Gave each group of students a photo of a scene from Ellis Island.
 - Had them plan their scene and how they would place their bodies, show expression on their faces, be in levels, etc., to visually show what was happening in their photo.
 - Had them "1, 2, 3...tableau" and freeze in their tableau positions while their classmates guessed what Ellis Island scene they were re-enacting in their tableau.
 - Showed the photo with their tableau to have their classmates compare and the tableau participants comment on.
 - Kids LOVED doing this and shared that this experience will help them really BE immigrants tomorrow as it will give them the confidence to play their part well because they understand how the immigrants felt going through this challenge in the late 1890s and early 1900s.





Thank you!

Discussion Questions

1. What types of PTA/PFA fundraisers are at your school?
2. What kind of fundraising activities have been more successful especially since the pandemic began?
3. What is one thing you're proud of that's been provided by your PTA/PFA?
4. In light of what we've just learned, do you think your PTA/PFA funding priorities might change? What might be your school's "wish list"? What can our existing fundraising organizations do to help?

Newbury Park High
School Theatre Presents
"Mamma Mia!"

Under the Direction of NPHS Teacher, Ms. Marilyn Strang



You are so important for us

Happy Holidays!