

District Prop 28 VAPA Plan

Information Report Presented to the Board of Trustees

Program Title: Artists Rotating Through Schools (A.R.T.S.) Initiative

Executive Summary

Proposition 28 (The Arts and Music in Schools Funding Guarantee and Accountability Act) provides ongoing, dedicated funding to expand visual and performing arts (VAPA) instruction. For the 2026-2027 school year, our district has a total of **\$987,235** available (\$987,235 from the current year allocation and \$0.00 in carryover funds).

This plan introduces a centralized, systemic rotation model utilizing CTE credentialed/classified or contracted art and music teachers. While students receive high-quality, standards-based arts instruction during the school day, general education teachers within the TK-5 grade levels will be released simultaneously. This satisfies two core district goals: expanding direct arts access to all students and embedding consistent, structured **Common Collaboration Time (CCT)** for teaching staff. In the middle school setting, additional VAPA offerings will be available to students with disabilities, during a zero or 7th period, additional experiences for English Learners and in the before or after school setting.

Core Objectives & Alignment

- **Student Artistic Literacy:** Ensure equitable, regular access to diverse art forms (music, visual arts, ceramics, media arts, dance and theater) during the instructional day, which aligns with strong parent (76%) and student (77%) survey preferences.
- **Teacher Common Collaboration Time:** Structural release of grade-level teams at a school site when the VAPA rotation is present, enabling collective data analysis, LCAP/SPSA alignment tracking, and vertical curriculum planning.
- **Professional Development Integration:** Facilitate opportunities for general education teachers to coordinate with VAPA specialists to eventually build cross-curricular, arts-integrated instruction.

The Rotating Specialist Model (A.R.T.S.)

To optimize the staffing budget and ensure all campuses benefit equitably, VAPA specialists are centrally organized and travel to elementary and TK-8 school sites on set structured rotations.

Common Collaboration Time (CCT) Mechanics

This model relies on block-scheduling grade levels during the VAPA rotation.

1. **The Arts Block:** When a rotating Art or Music specialist arrives at a school site, they service an entire grade level (e.g., all 3rd-grade classes) during a back-to-back block of time.
2. **The Teacher Release:** Because their students are fully supervised and engaged with CTE credentialed/classified VAPA staff, all regular classroom teachers for that specific grade level are simultaneously released for common collaboration time under the direction of the principal.
3. **Collaboration Focus:** This block is preserved strictly for **Common Collaboration Time with**

guidance from the site administrator. Teachers utilize this window for:

- Analyzing benchmark assessments (Reading and Math focus).
- Planning English Language Development (ELD) and academic vocabulary strategies.
- Coordinating vertical alignment to reduce curriculum gaps.
- Meeting with Teachers on Special Assignment (TOSAs), coaches, or principals.

Fiscal Budget Breakdown (2026-2027)

In compliance with California Department of Education (CDE) mandates, a minimum of 80% of current-year funds are allocated to personnel, with the remaining 20% reserved for instructional supplies, curriculum, and equipment.

- **Total Budget Combined (with Carryover): \$987,235**
- **Personnel & Salaries 80% (Prop 28 Staffing): \$789,788** allocated to fund traveling certificated/classified arts teachers.
- **Supplies, Contracts & Specialized Equipment 20%: \$197,447** (20% cap applied to current allocation + accumulated carryover) to fund consumables, ceramics equipment, instruments, and culturally responsive community partnerships (e.g., Mariachi, Folklórico, Hip Hop).

Compliance Note: These Prop 28 funds strictly *supplement* and do not *supplant* our existing base-year arts expenses funded via LCAP or general unrestricted funds.

Key Logistical Adjustments for Success

Based on feedback gathered from teacher and specialist surveys, the following programmatic considerations are necessary to address operational friction:

- **Classroom Management & Space Support:** Physical space (or retrofitted carts) assigned for rotating teachers so they are not struggling with logistics. The budget can include instructional assistants where enrollment numbers are high or in ceramics where lifting clay projects and monitoring Kilns is critical.
- **Mitigating Specialist Time:** Centralized scheduling will factor in transition windows to prevent specialists from being overstretched across too many sites in a single day without setup time and to reduce drive time across school sites.
- **Consistent Community Outreach:** VAPA teachers will collaborate with sites to host showcase nights, student art displays, and concerts to satisfy parent expectations for visibility into student progress.

To design a **Trimester-Based Rotation Schedule** using Art Specialists across elementary schools that maximizes direct student instruction and ensures complete grade-level release for Common Collaboration Time (CCT), the district can employ a 3-Cohort VAPA Team System.

Dividing the specialists into 3 VAPA teams of specialists allows the district to align with a 3-trimester academic calendar. This ensures that every elementary and TK-8 campus receives a full dedicated team of distinct arts specialists every single trimester, allowing multiple classrooms in a grade level to be taught simultaneously.

The Trimester Rotation Blueprint

The 7 district elementary schools are strategically broken into 3 site pairings/groupings (Cohorts) to match the VAPA Team of specialists:

- **Cohort A (3 Schools):** Rosales + TK-8
- **Cohort B (2 Schools):** Mar & Plaza
- **Cohort C (2 Schools):** Norte & Lindo

Master Trimester Rotation Schedule

Specialists Team	Trimester 1	Trimester 2	Trimester 3
VAPA TEAM 1 (3 Specialists) <i>*IA to assist w/ceramics</i>	Cohort A Schools Rosales + TK-8	Cohort B Schools Mar & Plaza	Cohort C Schools Norte & Lindo
VAPA TEAM 2 (3 Specialists) <i>*IA to assist w/ceramics</i>	Cohort B Schools Mar & Plaza	Cohort C Schools Norte & Lindo	Cohort A Schools Rosales +TK-8
VAPA TEAM 3 (3 Specialists) <i>*IA to assist w/ceramics</i>	Cohort C Schools Norte & Lindo	Cohort A Schools Rosales +TK-8	Cohort B Schools Mar & Plaza
K-8 Sol & Real <i>*larger fiscal allocation allows for specialized staff</i>	Existing MS teachers support TK-5 + add day of specialist	● Music/Dance ● Ceramics* ● Art	
Middle school 6-8 FTE based on need	Example of options (based on need and input) ● Zero or 7th period VAPA elective ● Embedded dance unit in PE or after school dance ● Push in VAPA to ELD STEAM, SAI or content ● New VAPA elective or units of study (*Strings course at Vista & elective at Valle) ● Theater Arts Program (District Program, staff at Vista) ● Ceramics ● New or enhanced music, instruments and repair		

Student Instructional Time

By placing specialists into 3-teacher VAPA Teams, the district can maximize student engagement while structurally achieving the goal of grade-level teacher collaboration:

1. **Simultaneous Grade-Level Coverage:** Most elementary schools have roughly 3 classrooms per grade level (e.g., three 3rd-grade classes). Because a VAPA Team contains **3 specialists arriving at the campus together**, an entire grade level can go to art/music at the exact same hour.
2. **Reduced Transit Downtime:** Instead of specialists driving between multiple campuses in a single day (reduces instructional minutes in travel and setup), they spend full blocks or fixed consecutive weeks at their designated trimester sites.

3. **No Student "Left Out":** This guarantees that over the course of the year, 100% of the students across all 7 campuses get equitable, direct exposure to all 3 specialist branches (e.g., Visual Arts, Music, and Ceramics/Media Arts).

Weekly Site Mechanics & Teacher Collaboration Release

To distribute the VAPA specialists across the school groupings evenly during a given trimester, the district can use the following weekly schedule structure:

For 3-School Groupings (Cohort A: Sol, Mar)

The VAPA Team rotates together through the schools using a fixed weekly schedule. This ensures predictable collaborative windows for site leadership planning:

*Wednesdays could be used for Art Showcase setup and preparation for serving entire school bodies (400-600 students); orders, supplies, collaboration meetings, etc. Dedicated day for district-wide intensive arts integration, makeup blocks for school holidays, or targeted VAPA workshops for TK, Special Education (SPED) and English Language Development (ELD) students.

Cohorts with 2 schools

- Monday, Tuesday & alternating Wednesday:
 - Entire Pod is at School 1 (e.g., Rio Lindo)
- Thursday, Friday and alternating Wednesday:
 - Entire Pod is at School 2 (e.g., Rio del Norte)

Cohort with 3 schools

- Monday, Tuesday & Wednesday:
 - Entire Pod is at School 1 (e.g., Rio Rosales)
- Thursday Entire Pod is at School 2 (e.g., Rio Real)
- Friday Entire Pod is at School 3 (e.g., Rio del Sol)

Sample Daily Block Schedule (at an elementary school site)

***Principal will adjust schedule based on bell schedule and needs**

When the 3-specialist VAPA Team is on campus, the daily master schedule is organized by grade-level blocks. This ensures that while Pod Specialists A, B, and C are teaching, all general education teachers for that grade level meet for Common Collaboration Time (CCT):

- **Mondays,**
 - **8:30 AM – 10:00 AM: Kindergarten**
 - **10:15 AM – 11:45 AM: 1st Grade**
 - **12:30 PM – 2:00 PM: 2nd Grade**
- **Tuesdays,**
 - **8:30 AM – 10:00 AM: 3rd Grade**
 - **10:15 AM – 11:45 AM: 4th Grade**
 - **12:30 PM – 2:00 PM: 5th Grade**

- **Wednesdays**

- *Alternating Wednesdays could be used for Art Showcase setup and preparation for serving entire school bodies (400-600 students); orders, supplies, collaboration meetings, etc. Dedicated day for district-wide intensive arts integration, makeup blocks for school holidays, supporting TK Art projects, or targeted VAPA workshops for Special Education (SPED) and English Language Development (ELD) students.

Note: This VAPA Team system maximizes the standard 80% Prop 28 personnel requirement by keeping teachers directly in front of students for multi-hour blocks rather than losing hours to fractional scheduling or cross-town commuting. It simultaneously treats CCT as a predictable, structural utility embedded directly into the school week.

26/27 Adopted budget:

	2026-27 Adopted			
	26-27 Mat/Supplies Budgeted 20%	26-27 Teacher Salaries Budget 80%	26-27 Classified VAPA Salaries	25-26 Alloc. At P1
D.O.	-	-		208
RDM	19,202	76,809	-	\$96,011
VISTA	22,813	48,737	42,514	114,064
RDS	28,556	114,224	-	\$142,780
RDV	21,594	86,375	-	107,969
LINDO	15,957	63,828		\$79,785
PLAZA	18,113	72,450	-	90,563
REAL	30,853	123,410	-	154,263
ROSALES	21,377	85,506	-	\$106,883
RDN	18,942	\$75,767		\$94,709
	197,405	747,108	42,514	987,235