



**Riverside County
Board of Education**

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Annual Report: Proposition 28 Arts and Music in Schools Funding

Fiscal Year 2025-2026

Local Education Agency (LEA): Riverside County Office of Education **CDS Code:** 3310330-0000000 **Allocation Year:** 2025-2026

Narrative:

In collaboration with Riverside County Office of Education's Educational Services division and the Artists-in-Residence program, Alternative Education and Special Education programs continued to expand meaningful access to high-quality arts instruction for students across diverse educational settings during the school year. Teaching artists were intentionally selected not only for their artistic expertise and instructional effectiveness, but also for their ability to connect with students, understand the unique needs of alternative and special education programs, and demonstrate a genuine passion for working with youth. Through thoughtful partnerships and trauma-informed practices, artists helped create engaging, inclusive, and supportive learning environments where students could explore creativity, build confidence, strengthen communication and collaboration skills, and experience the arts as a powerful tool for connection and self-expression.

Special Education Arts Programming

During the 2025–2026 school year, Riverside County Office of Education's Special Education programs provided inclusive arts education through dance- and movement-based instruction designed to meet the diverse needs of students across multiple classroom settings. The program emphasized creativity, self-expression, communication, collaboration, and community-building through accessible and developmentally appropriate movement experiences.

Instruction was adapted to support students with a wide range of physical, developmental, emotional, and communication needs. Each session incorporated consistent warm-up routines, creative movement activities, and choreography tailored to students' abilities and comfort levels. Over time, students demonstrated increased confidence, participation, and familiarity with routines, often initiating movements independently and helping lead activities alongside staff.

Students in Deaf and Hard of Hearing classes participated in differentiated dance instruction tailored to their age and ability levels. Older students engaged in more advanced choreography and learned the structure of a formal dance class, including warm-up activities, across-the-floor movement, and center floor combinations. Student engagement increased throughout the residency, with many students volunteering to perform choreography inspired by current dance trends and encouraging peers to participate.

Younger students participated in modified choreography and creative movement activities that supported memory, expression, and motor development.

Students in Emotional Disturbance (ED) classrooms participated in both choreography and calming movement activities designed to support emotional regulation and social connection. Lessons incorporated themes from nature and storytelling, such as the life cycle of a butterfly, helping students connect movement to creativity and reflection. Music choice and student voice became an important component of engagement, encouraging hesitant students to participate and collaborate with peers.

Autism program classes emphasized student leadership, choice, and engagement through a variety of movement styles and activities. Students explored creative movement, group choreography, and culturally responsive dance experiences, including Latin dance styles suggested by students. Teachers and instructional aides played an important role in supporting accessibility and individualized participation, helping students engage at their own comfort level and ability.

Across all program areas, dance instruction fostered a strong sense of belonging, community, and self-efficacy. Opportunities for structured instruction, creative exploration, and student-directed movement allowed students to build confidence, strengthen peer relationships, and experience joy through the arts. The collaboration between teaching artists, classroom staff, and instructional aides was instrumental in creating inclusive and supportive learning environments where all students could participate meaningfully.

Alternative Education Arts Programming

During the 2025–2026 school year, Riverside County Office of Education’s Alternative Education programs continued a collaborative initiative to provide high-quality arts education opportunities to students in court and community schools. Recognizing the importance of educating the whole child, the program was designed to ensure the arts remained a meaningful and consistent component of educational experience across all regions of the county.

The initiative utilized three regional hubs—South County (Murrieta and San Jacinto), West County (Riverside), and the Coachella Valley (Palm Springs and Indio)—to support the geographically diverse campuses served through Alternative Education. Within each hub, students participated in six-eight week artist residency rotations that provided sequential, standards-based instruction in a variety of artistic disciplines.

Residencies focused on:

- Visual Arts: Students explored creativity and environmental awareness through hands-on projects using recycled and repurposed materials.
- Poetry and Spoken Word: Instruction emphasized personal voice, social justice, reflection, empathy, and creative self-expression.
- Dance and Movement: Students engaged in movement and performance activities designed to encourage confidence, emotional expression, collaboration, and physical storytelling.

Teaching artists were selected based on instructional expertise, ability to build meaningful connections with youth, and experience working within trauma-informed and alternative education settings. Prior to

implementation, artists participated in facility tours and received training related to trauma-informed practices and operational procedures specific to probation and alternative education environments.

The Artist in Residence program continued to add an engaging and creative dimension to the learning environment within court and community schools. Through participation in the arts, students were provided opportunities to develop self-expression, build confidence, strengthen interpersonal skills, and experience meaningful engagement in school. The program reflects RCOE's ongoing commitment to equitable access to arts education and whole-child development for all students.

Mandated Information

- 1. Number of full-time equivalent teachers (certificated): 2.5**
- 2. Number of full-time equivalent personnel (classified): 0.0**
- 3. Number of full-time equivalent teaching aides: 0.0**
- 4. Number of students served: 341**
- 5. Number of school sites providing arts education programs with AMS funds: 11 sites**

Additional Details

- **Date of Approval by Governing Board/Body:** 6/15/26 (expected)
- **Annual Report Data URL:** RCOE Fiscal Services (<https://www.rcoe.us/about-us/divisions/administration-and-business-services/fiscal-services/>)
- **Submission Date:** 6/4/26

This report will be submitted to the California Department of Education (CDE) through the Arts and Music in Schools Portal and posted to the LEA's website as required by EC 8820(g)(4).

This annual report provides the mandated information for the 2025-2026 fiscal year.