The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and the Alhambra Unified School District.

12/10/2019
Alhambra Unified School District Mission

The mission of the Alhambra Unified School District is to ensure the educational success of all students by having a comprehensive educational program where students can learn and become productive members of a diverse society.

How Arts Education Supports Meeting the AUSD Mission

The Alhambra Unified School District recognizes that by studying visual and performing arts, students develop critical and creative thinking skills, initiative, discipline, and perceptual abilities that extend to all areas of life. The Board of Education's vision for the 2018 school year and beyond is to expand the Alhambra Unified School District's Visual and Performing Arts (VAPA) programming & instruction. The vision states, "Recognizing the value of technology and the arts, the Board will encourage and support expanded opportunities for student engagement in these areas." The Board of Education has aligned a goal and action within the Local Control Accountability Plan (LCAP) to their vision of expanding the Visual and Performing Arts program. Currently, all students in transitional kindergarten through 12th grade have the opportunity to participate in Visual and Performing Arts (VAPA) instruction taught by a credentialed music teacher. At 12 of our 13 elementary schools, music instruction is offered to all students in TK-8th grade. Students in TK-3 grade receive general music instruction once a week for half the school year. All students in 4th and 5th grade participate in instrumental music instruction twice a week. 6th-8th grade students can participate in advanced band or orchestra twice a week during their elective period. In addition, middle school students have the opportunity to apply and audition for the district-wide honor string orchestra or honor band. The students, who are accepted into this program, meet once a week after school. Garfield Elementary School is part of the Turnaround Arts program. All students at Garfield have the great opportunity to be in Visual and Performing Arts for at least 45 minutes once a week. Students learn to sing, speak, move, play, and create as they become life-long learners in the arts. This year, Garfield offers general music to all students from Kindergarten to 4th Grade. For 5th through 8th graders, students choose if they want to be in Band, Strings or Choir. The High School provides students with the opportunity to take a variety of visual and performing arts courses such as photography, ceramics, Honors Theater, debate, dance, and instrumental music. Recently, the Alhambra Unified School District's All-City Band was accepted in the Tournament of Roses Parade, 2020. To support the implementation of the Board of Education's vision and the LCAP goal and actions, the Alhambra Unified School District developed a new five years arts plan. Through our strategic planning process, the district VAPA committee developed a vision for expanding the program at the TK-8 level while building articulation with the high school VAPA teachers. The team sees the importance of arts instruction expanding at the elementary level and has discussed arts integration as a strategy for deepening understanding of other content areas such as supporting our Balanced Literacy model and math instructional practices.
In 2018 Alhambra USD established a District VAPA Committee comprised of teachers, administrators and community members to develop a five year strategic plan for arts education. Through a consensus building process, the following vision elements were created to begin advancing arts instruction TK-12 across school sites:

With the five year plan, the district strives to implement the following:

- Sustainable inclusive arts curriculum
- Prioritized coordination for implementing the arts
- Supportive & on-going professional development
- Experienced, qualified & skilled staff
- Growing/on-going funding resources
- Celebration of student learning in the arts
- On-going assessment & evaluation
- Collaborative community partnerships
After reviewing data, the committee then identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the newly developed vision for arts education.

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
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<tbody>
<tr>
<td><strong>Momentum toward our vision</strong></td>
<td><strong>Forces resisting our new direction</strong></td>
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<tr>
<td>• A variety of arts courses at all three high schools + LIFT</td>
<td>• Reluctance amongst the staff for integrating the arts</td>
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<td>• Strong student interest &amp; motivation in the arts</td>
<td>• Insufficient TK-8 arts classes</td>
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<td>• Diversity</td>
<td>• Funding</td>
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<td>• Support from the Board &amp; Administration</td>
<td>• Skewed parent support</td>
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<td>• Highly qualified and passionate teachers</td>
<td>• Insufficient enrollment</td>
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<td>• A strong community that has a family feeling</td>
<td>• Conflicting priorities within the district</td>
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<td>• Talented people &amp; amazing students</td>
<td>• Insufficient materials, resources, supplies, space</td>
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<tr>
<td>• Tk-12 music instruction across district</td>
<td>• Uncoordinated scheduling</td>
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<td>• Alhambra Education Foundation (AEF)</td>
<td>• A vague understanding of the standards</td>
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<td>• Summer school programs with arts instruction</td>
<td>• Excessive PD bogging teachers down</td>
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<td>• District has made an effort to close the achievement gap including site commitment</td>
<td>• Neglected skill-building to establish foundational arts skills</td>
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<td>• Rich history of institutional knowledge of arts education</td>
<td>• Some students are unmotivated to participate in the arts</td>
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<td>• Parent involvement</td>
<td>• Outdated facilities</td>
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<td>• Collaboration program with Special Ed MDD</td>
<td>• A need to educate parents on A-G Requirement &amp; Arts Integration</td>
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<tr>
<td>• Turnaround Arts partnership at one site</td>
<td>• Insufficient training &amp; PD for arts education</td>
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<td>• Inclusive partnerships</td>
<td>• A devaluing of the arts due to not understanding the importance of the arts – outdated mindset</td>
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<tr>
<td>• Academy of Special Dreams (special needs) – Partnership</td>
<td>• Diversity not present amongst staff</td>
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<td>• Students that go on to study the arts in College</td>
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<tr>
<td>• MOU with Pasadena Arts Center (scholarships with the Saturday HS Ed Program)</td>
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<td>• Ryman Arts Partnership</td>
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<tr>
<td>• Alhambra visioning to start an Arts Academy</td>
<td>•</td>
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<tr>
<td>• A variety of college prep programs</td>
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<tr>
<td>• AP 2D design &amp; 3D design at the HS level; Alhambra HS has a ceramics program</td>
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</tbody>
</table>
Items the committee found important to consider in developing the five-year plan:

- Establishing implementation goals at each site
- The importance of resources & supplies
- Collaboration – i.e. how will the City of Alhambra support us?
- Partnerships to support implementation of instruction
- Knowing our desired future – vision
- The importance of strengthening the arts at elementary
- Clear communication about what exists (site data) and maintaining continuity across sites
- Scheduling
- Fear of students matriculating to LACHSA as opposed to going to HS in Alhambra
- The importance of standards-based arts instruction
- Articulation of the arts TK-12
- The fact that we live in the center of Hollywood and the Creative Economy
- The importance of creating a creative & innovative mindset as a district value
- How the arts support problem-solving and brain research
- Arts integration as a strategy
- Including LIFT Transition Programs into the implementation big picture
- Preparing students for visual arts at the HS level

The district reflected on the importance of Equity and created the following Word Cloud that includes key elements to keep in mind as they work towards achieving equity. - Inclusion, diversity, discrete instruction, arts integration, seamless, equal value, improved opportunities, whole school family, community involvement, Life-College-Career, TK-8 5 discipline wheel, support, access.
Strategic Directions
To guide the plan and to address the challenges, the committee reflected on the following question: What creative and innovative actions can we take to address our challenges and move toward our vision? As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGY: Restructure to Ensure Implementation of the Arts
- Goal: Create a New Schedule
- Goal: Provide Program Development & Coordination
- Goal: Extended Day Arts Instruction TK-8

STRATEGY: Identify and Allocate Resources
- Goal: Develop Funding Strategies
- Goal: Research, Evaluate, Celebrate

STRATEGY: Expand & Implement Quality Arts Instruction for ALL Students
- Goal: Create Strategic Pathways for Implementing Arts Instruction
- Goal: Establish Outside Partnerships
- Goal: Provide Professional Development

PRIORITY WEDGE
Looking to the future and implementing goals within the 2019-2024 arts plan, the Committee identified the highest leverage implementation actions to focus on. The areas below articulate those first, second and third level priorities.
## Strategic Direction: Restructure to Ensure Implementation of the Arts

### Goal: Program Development & Coordination

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<tr>
<th>Timeline 2019-2020</th>
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<th>Budget Implications</th>
<th>Measurable Outcomes (Evidence of Success)</th>
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</thead>
</table>
|                   | Convene the district-wide arts planning committee 3x’s | □ Identify individuals for each site to serve on the committee  
□ Collect arts education research + research test scores of schools with high level arts  
□ Monitor Year 1 implementation goals  
□ Create & generate a survey to identify staff arts instructional strengths | VAPA Committee, ED Services | LCAP, VAPA budget | Coordination & implementation of arts plan Data to share with all stakeholders |
|                   | Evaluate current music program (4-8) | □ Gather current data on existing music program (enrollment, schedule, materials, instruction, standards alignment, etc.)  
□ Gather data from other K-8 districts  
□ Create a survey to assess strengths and gaps in the music program | VAPA Committee | LCAP, VAPA budget | Outline of results that will inform next steps for addressing restructuring and implementation needs |
|                   | Design a skeleton program for other arts programs | □ Research other programs and collect data on current programs (visual arts, arts integration, theater, dance, media arts, etc.)  
□ Use the music program as a guide to create a framework for other disciplines  
□ Solicit input from secondary specialists on design of programs | VAPA Committee, ED Services | LCAP, VAPA budget | Data report that will inform the design of the skeleton program for elementary |

## Strategic Direction: Identify & Allocate Resources

### Goal: Research, Evaluate, Celebrate

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|                   | Create a survey for each site to identify materials, space, staff & funding in the arts | □ Distribute survey to each site (HS department chair, Admin; Elementary –admin, cadre/site reps)  
□ Collect & organize data | VAPA Committee | LCAP, VAPA budget | A spreadsheet with all district arts resources listed |
### Goal: Develop Funding Strategies

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<tr>
<td>2019-ongoing</td>
<td>Identify grants and other funding opportunities</td>
<td>□ Gather and compile and make central</td>
<td>VAPA Committee, ED Services</td>
<td>LCAP, VAPA budget</td>
<td>Central resource of funding opportunities</td>
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<td></td>
<td></td>
<td>□ Continue to update</td>
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<tr>
<td>2019-ongoing</td>
<td>Continue to include VAPA goals in the LCAP</td>
<td>□ Addressing Goal 2: Support the expansion of TK-12 VAPA priorities including music, visual arts, theater, arts integration, etc.</td>
<td>Ed Services</td>
<td>LCAP</td>
<td>All students in AUSD receiving access to multiple arts disciplines as part of a well-rounded education</td>
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<td></td>
<td>□ Incorporate goals from the VAPA 5 year plan into LCAP</td>
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<td>□ Continue to provide access to all students including (unduplicated, special needs, ELL, etc.)</td>
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### Strategic Direction: Expand & Implement Quality Arts Instruction for ALL Students

### Goal: Provide Professional Development

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<td></td>
<td>Participate in Technology Enhanced Arts Learning (TEAL)</td>
<td>□ Identify teachers to participate in TEAL</td>
<td>ED Services</td>
<td>VAPA budget</td>
<td>Teachers developed to lead arts integration at the site level; model lessons and strategies delivered in the classroom</td>
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<td></td>
<td></td>
<td>□ Outline TEAL expectations per contract with LACOE</td>
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<td></td>
<td>□ Share TEAL experiences at VAPA Committee meetings</td>
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### Goal: Implement Strategic Pathways for Arts Instruction TK-12

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<th>Timeline 2019-2020</th>
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<td></td>
<td>Purchase additional instruments for 4th &amp; 5th grade students</td>
<td>□ Inventory current instruments</td>
<td>ED Services</td>
<td>LCAP, grant funds</td>
<td>Increased student access &amp; equity to receiving standards-based music instruction</td>
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<td>□ Inspect the quality of the instruments</td>
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<td></td>
<td>□ Identify needs across the grade levels and allocate instruments</td>
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<td></td>
<td>Implement a visual arts or theater residency tied to the Balanced Literacy model or math instruction</td>
<td>□ Research and identify arts organization who can provide arts integration residencies that will connect to Balanced Literacy or math</td>
<td>ED Services</td>
<td>LCAP &amp; potential grant funding</td>
<td>Additional students &amp; grade levels receive access to theater or visual arts</td>
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<td>□ Implement residency at identified elementary school sites in the spring (8-10 weeks)</td>
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<td></td>
<td>Hire an additional arts teachers</td>
<td>□ Implement an FT theatre position serving 4-8 grade across school sites</td>
<td>Ed Services</td>
<td>LCAP</td>
<td>4th-8th grade students receive direct instruction in theatre</td>
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</table>
## Goal: Establish Outside Partnerships

<table>
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<tr>
<th>Timeline</th>
<th>Actions</th>
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<tbody>
<tr>
<td>2019-2020</td>
<td>Create Partnerships List</td>
<td>□ Residencies, field trips, instruments, supplies, etc.</td>
<td>VAPA Committee, Ed Services</td>
<td>LCAP, VAPA budget</td>
<td>A list of partners with contact information &amp; services A list of locations for students to visit and further their arts knowledge</td>
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<td></td>
<td></td>
<td>□ Identify partners for programming, teaching artists (focus on visual arts &amp; theatre instruction)</td>
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## Alhambra Unified School District

### Phase II: 2020-2022 Implementation Plan

## Strategic Direction: Restructure to Ensure Implementation of the Arts

### Goal: Program Development & Coordination

<table>
<thead>
<tr>
<th>Timeline 2020-2022</th>
<th>Actions</th>
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<th>Budget Implications</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2020-ongoing</td>
<td>Create an arts committee for each site</td>
<td>□ Identify key teachers to serve on committee</td>
<td>VAPA Committee, site lead teachers, administration</td>
<td>10 extra duty hours, LCAP &amp; VAPA budget</td>
<td>Identification of TK-8 teachers who are currently integrating or have an interest in arts integration An established arts committee at each site with specific site goals to support implementation</td>
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<td>□ Create goals for each site and establish a meeting calendar</td>
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<td></td>
<td>□ Site committee/rep members attend TEAL &amp; participate in outside PD opportunities</td>
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<td>Establish a district level commitment to an “Arts Instructional Goal” K-12 for all students (visual arts, theatre, media arts, dance)</td>
<td>□ Create and/or update a Board Policy for Arts Education</td>
<td>Ed Services</td>
<td>LCAP, VAPA budget, grants</td>
<td>Updated Board Policy for Arts Education Greater student access to other arts disciplines</td>
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<td></td>
<td></td>
<td>□ Map LCAP goals &amp; allocation priorities for arts instruction</td>
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## Goal: Create a New Schedule

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<tr>
<th>Timeline 2020-2022</th>
<th>Actions</th>
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<th>Person(s)/group responsible</th>
<th>Budget Implications</th>
<th>Measurable Outcomes (Evidence of Success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-2021</td>
<td>Pilot revised re-structure for programming</td>
<td>□ Identify the sites and/or grade levels to roll out the pilot</td>
<td>ED Services</td>
<td>LCAP &amp; VAPA budget, AEF</td>
<td>Data from the pilot and increased diversity of programming</td>
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<td>□ Establish a schedule for K-3, 4-5</td>
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<td>□ Monitor the pilot and report out on successes and challenges</td>
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<tr>
<td>Timeline 2020-2022</td>
<td>Actions</td>
<td>Tasks</td>
<td>Person(s)/group responsible</td>
<td>Budget Implications</td>
<td>Measurable Outcomes (Evidence of Success)</td>
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<td>2020-ongoing</td>
<td>Continue with and expand the elementary &amp; HS Honors Group</td>
<td>□ Appoint a teacher to facilitate HS Honors Group</td>
<td>Ed Services, hired teachers, facilitators</td>
<td>Potential Title 1, grants</td>
<td>Increased opportunities for students to engage in learning in &amp; experiencing the arts</td>
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<td>□ Elementary site representative facilitate Elementary Honors Group or appoint team/individual to oversee</td>
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<td>Create a voluntary Arts Club: before/after school, 1-2 days a week during lunch</td>
<td>□ Designate site personnel, studio/space</td>
<td>Teachers, volunteers, parents</td>
<td>Potential Title 1, grants</td>
<td>Increased opportunities for students to engage in learning in &amp; experiencing the arts</td>
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<tr>
<td></td>
<td></td>
<td>□ Plan activities, curriculum</td>
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<td>□ Seek &amp; identify funding source for supplies, etc.</td>
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<td>Create a district-wide elementary theater program (after-school)</td>
<td>□ Identify teachers, parents who might be interested in teaching or facilitating</td>
<td>Site leads, parents, teachers, administration</td>
<td>Potential Title 1, grants</td>
<td>Increased opportunities for students to engage in performing and applying theatrical skills</td>
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<td></td>
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<td>□ Find job mentoring internship opportunities</td>
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<td>□ Find and schedule community speakers (leaders in their field)</td>
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<td></td>
<td></td>
<td>□ Establish partnerships with organizations that have models &amp; expertise in extended programming</td>
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<td></td>
<td>Create collaborative community partnerships specifically for extended day programming</td>
<td>□ Find job mentoring internship opportunities</td>
<td>Ed Services, site leads</td>
<td>Potential Title 1, grants</td>
<td>New partnerships that support and implement quality extended day arts instruction</td>
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<tr>
<td></td>
<td></td>
<td>□ Find and schedule community speakers (leaders in their field)</td>
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<tr>
<td></td>
<td></td>
<td>□ Establish partnerships with organizations that have models &amp; expertise in extended programming</td>
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**Goal: Extended Day Arts Instruction TK-8**

**Strategic Direction: Identify & Allocate Resources**

**Goal: Develop Funding Strategies**

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<tr>
<td></td>
<td>Explore using Title 1 funds to support VAPA</td>
<td>□ Provide data that supports the use of Title 1 funds and provide examples of Title 1 fund use for the arts</td>
<td>VAPA Committee, site leads, Ed Services</td>
<td>VAPA budget</td>
<td>Sites utilize Title 1 funds to implement arts instruction before, after and during school</td>
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<td></td>
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<td>□ Investigate the percentage of the general fund budget that goes towards arts instruction</td>
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<td></td>
<td>Increase partnerships with AEF to provide funds for arts instruction (visual arts, theatre, dance)</td>
<td>□ Communicate and share with AEF the key priorities outlined in the newly developed arts plan to increase awareness of the funding needs for the other disciplines outside of music</td>
<td>Ed Services, VAPA Committee</td>
<td>VAPA budget, AEF</td>
<td>AEF provides funding to support visual arts &amp; theater instructional goals</td>
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<tr>
<td></td>
<td></td>
<td>□ Create a bank of funding sources that target elementary school needs and arts integration</td>
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<tr>
<td></td>
<td>Apply for grants that will support arts instruction at the elementary</td>
<td>□ Create a bank of funding sources that target elementary school needs and arts integration</td>
<td>Ed Services</td>
<td></td>
<td>Additional funding sources and partnerships</td>
</tr>
<tr>
<td>Timeline 2020-2022</td>
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<td>Evaluate the existing research on the impact of arts instruction on all</td>
<td>□ Decide &amp; identify instruction &amp; curriculum needs</td>
<td>VAPA Committee, Ed Services</td>
<td>VAPA budget</td>
<td>Data to share with all stakeholders</td>
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<tr>
<td></td>
<td>subjects</td>
<td>□ Document and share with Board, administrators, teachers</td>
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<td>□ Use data to select programs, teachers, partners</td>
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<td></td>
<td>Continue to showcase student &amp; staff work in the arts</td>
<td>□ Showcase in district, community, award ceremonies, libraries, City</td>
<td>Teachers, school sites</td>
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<td>Demonstration of learning in the arts</td>
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<td></td>
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<td>Hall, art fairs</td>
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<td>and evidence of standards-based instruction and practices</td>
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<td></td>
<td></td>
<td>□ Communicate district-wide the highlights, recognitions and alignments to curriculum in other content areas</td>
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<td>□ Model the alignment of standards-based instruction in student work that is showcased and put on display</td>
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<td></td>
<td>□ Use data to select programs, teachers, partners</td>
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<td></td>
<td></td>
<td>□ Decide &amp; identify instruction &amp; curriculum needs</td>
<td>VAPA Committee, Ed Services</td>
<td>VAPA budget</td>
<td>Data to share with all stakeholders</td>
</tr>
<tr>
<td></td>
<td></td>
<td>□ Document and share with Board, administrators, teachers</td>
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**Strategic Direction: Expand the Implementation of Quality Arts Instruction**

**Goal: Implement Strategic Pathways of Arts Instruction TK-12**

<table>
<thead>
<tr>
<th>Timeline 2020-2022</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person(s)/group responsible</th>
<th>Budget Implications</th>
<th>Measurable Outcomes (Evidence of Success)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2020-ongoing</td>
<td>Continue and expand the residency model to other sites and grade levels (visual arts, theater)</td>
<td>□ Identify interested sites</td>
<td>VAPA Committee, Ed Services</td>
<td>LCAP</td>
<td>Additional students &amp; grade levels receive access to theater or visual arts</td>
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<tr>
<td></td>
<td></td>
<td>□ Seek funding and evaluate pilot program from Phase I</td>
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<td></td>
<td>□ Identify discipline focus for site(s) – theater, dance, visual arts, media arts</td>
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<tr>
<td>2020-ongoing</td>
<td>Appoint a PT/FT visual arts instructor at elementary</td>
<td>□ Outline job description and identify grade level or site(s) to implement the position</td>
<td>Ed Services</td>
<td>LCAP</td>
<td>Increased access to visual arts at elementary with students receive discreet instruction in the discipline</td>
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<td></td>
<td>□ Obtain Board approval and post position</td>
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<tr>
<td>2020-ongoing</td>
<td>Create an incremental TK-S Arts Wheel (visual arts, music, theater)</td>
<td>□ Select a schools to pilot the effort</td>
<td>VAPA Committee, Ed Services</td>
<td>LCAP, grant funding, AEF</td>
<td>Increased equity &amp; access; Expanded direct instruction in three different arts disciplines</td>
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<td></td>
<td></td>
<td>□ Investigate need for preferred discipline focus and needed instructors or partners for implementation</td>
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<td>□ Investigate new standards and define quality instruction for AUSD</td>
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<td>□ Implement programming per site based on needs</td>
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<td>□ Lobby for additional scheduling needs</td>
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<tr>
<td>2021-ongoing</td>
<td>Plan for 6th-8th 4 day Universal Access (music, visual arts, theater, media arts)</td>
<td>□ Investigate need for preferred discipline focus and needed instructors or partners for implementation</td>
<td>Ed Services, Secondary Specialist, administration</td>
<td>LCAP, AEF grant funding</td>
<td>Increased equity &amp; access; Expanded direct instruction in other arts disciplines</td>
</tr>
<tr>
<td>Goal: Establish Outside Partnerships</td>
<td>Timeline</td>
<td>Actions</td>
<td>Tasks</td>
<td>Person(s)/group responsible</td>
<td>Budget Implications</td>
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</table>
| 2020-2021                           | Develop & cultivate relationships with new partners | ☐ Assess Year 1 progress with current partners  
☐ Reflect/Implement for Year 2  
☐ Outreach to new partnerships with outside organizations based implementation needs (arts integration & discreet instruction in a discipline) | Ed Services, VAPA Committee | VAPA budget | Increased relationships with outside partners that are implementing arts instruction or specific programs |

<table>
<thead>
<tr>
<th>Goal: Provide Professional Development</th>
<th>Timeline</th>
<th>Actions</th>
<th>Tasks</th>
<th>Person(s)/group responsible</th>
<th>Budget Implications</th>
<th>Measurable Outcomes (Evidence of Success)</th>
</tr>
</thead>
</table>
| 2020-2021                             | Send 2nd cluster of teachers to TEAL | ☐ Identify interested teachers from school site  
☐ Share out on the successes of implementing Year 1 of TEAL | Ed Services | VAPA budget | Teacher leaders providing PD at school sites and modeling arts integration best practices in the classroom; Student work that demonstrates arts integrated learning |
| 2021-2022                             | Plan arts integration PD options to be implemented in 2022-2023 | ☐ ID PD needs, scope and focus for elementary  
☐ Secure funding and release time needs  
☐ Identify dates for PD in 2022-2023 school year (elem) | Ed Services | LCAP, VAPA budget, grant funding | An increase in the amount of teachers and arts integrated lesson implemented in classrooms |
| 2020-ongoing                          | Research PD opportunities for HS Arts Specialists | ☐ Create a list of options to share with HS teachers  
☐ Teachers identify priorities for PD  
☐ Identify funding pool for PD options | HS VAPA Committee members | LCAP, VAPA budget, grant funding | HS specialists with expanded knowledge in other genres, culturally relevant programs, and current best practices |
Phase III: 2022-2024 Implementation Actions

**Professional Development & Instruction**
Continue to increase arts instruction in other disciplines at the elementary school level
- Implement the next phase of restructure by create rotations in all three disciplines (visual arts, theater, dance)
- Continue to implement TK-5 Wheel
- Implement choir/vocal programs TK-12
- Elementary school teachers to receive continued PD in arts integration informed by learning in TEAL/SEL
- Establish residencies across all elementary schools (13)

High School teachers receive PD based on elected priorities for growing arts instruction at the HS level

**Arts Coordination & Funding**
Sustain & increase schedule for K-3, 4-5, 6-8
Seek funding to increase PT/FT visual arts instructors for the elementary schools
Continue to build and increase funding streams for delivering arts instruction across the district TK-12
HS music, visual & performing arts teachers visit K-8 Feeder Schools to do presentations and share course offerings
Alhambra Unified School District VAPA Arts Committee

**District Leadership**
Christa Van Orden, Director of Pre-School/Elementary Education  
Brad Walsh, Director of Secondary Education

**Committee Members**

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lisa Jones, Elementary Music</td>
<td><a href="mailto:Jones_lisa@ausd.us">Jones_lisa@ausd.us</a></td>
</tr>
<tr>
<td>David Byer, Instructional Specialist/Coach</td>
<td><a href="mailto:Byer_david@ausd.us">Byer_david@ausd.us</a></td>
</tr>
<tr>
<td>June Ashburn, Teacher</td>
<td><a href="mailto:Ashburn_june@ausd.us">Ashburn_june@ausd.us</a></td>
</tr>
<tr>
<td>Danell Boyle, Teacher</td>
<td><a href="mailto:Boyle_danell@ausd.us">Boyle_danell@ausd.us</a></td>
</tr>
<tr>
<td>Michael Dergar, Founder of Academy of Special Dreams m- LIFT</td>
<td><a href="mailto:mdergar@gmail.com">mdergar@gmail.com</a></td>
</tr>
<tr>
<td>Alex Gonzalez, Elementary Music</td>
<td><a href="mailto:Gonzalez_alex@ausd.us">Gonzalez_alex@ausd.us</a></td>
</tr>
<tr>
<td>Wendy Osawa, AHS Special MDD Teacher</td>
<td><a href="mailto:Osawa_wendy@ausd.us">Osawa_wendy@ausd.us</a></td>
</tr>
<tr>
<td>Stephanie Richardson, Principal Garfield Elementary</td>
<td><a href="mailto:Richardson_stephanie@ausd.us">Richardson_stephanie@ausd.us</a></td>
</tr>
<tr>
<td>Nadine Page-Phillips, Mark Keppel Theatre</td>
<td><a href="mailto:Phillips_nadine@ausd.us">Phillips_nadine@ausd.us</a></td>
</tr>
<tr>
<td>Benjamin Coria, San Gabriel HS – Music</td>
<td><a href="mailto:Coria_benjamin@ausd.us">Coria_benjamin@ausd.us</a></td>
</tr>
<tr>
<td>Jeff Levie, AHS Photography &amp; Art</td>
<td><a href="mailto:Levie_jeff@ausd.us">Levie_jeff@ausd.us</a></td>
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</tbody>
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APPENDIX

Vision Workshop Documentation
Strategic Directions Workshop Documentation
### Sustainable Inclusive Arts Curriculum
- Provide adaptable arts lessons for general ed. teachers
- Create an arts curriculum pathway (K-LIFT)
- Arts based field trips & assemblies (theater, dance, museum, industries, etc.)
- TK-5 sequential weekly music instruction
- TK-5 sequential weekly visual arts instruction
- Life-College, Career Awareness -K-8 thru HS –LIFT
- 6 week arts rotation at ALL elementary schools
- Prep elementary students for HS arts instruction

### Prioritized Coordination for Implementing the Arts
- Extended school day (8am-3pm) for K-8
- Block schedule for H.S.
- Freshman can enroll in VAPA classes
- Students are ready for college, post-secondary, job
- Provide access to a variety of arts choices
- Establish stakeholder buy-in (importance, excitement, acceptance)
- Create a AUSD arts mission statement

### Supportive & on-going Professional Development
- Training prepared by district
  - Projects, Performances
- Professional Development for all (arts integration & discrete arts)
- Sustainable PD, all on same page
- Arts inclusion PD
- Train General Ed teachers in Arts Integration

### Experienced, Qualified & skilled staff
- Specialized teachers in every arts discipline
- Visual arts teacher in elementary K-8
- Support
  - Board
  - Leaders
  - Educators
  - Students
- Arts Instructors for all grades visual, performing & elective choices
- HS community service opportunities at elementary level

### Growing/ on-going funding & resources
- Studio spaces stocked at all sites
- Supplies
- Personnel, facilities
- Increased funding for arts education

### Celebrations of Student Learning in the Arts
- Student showcases (site, district & community)
- Community partnerships
- Monthly arts walks at city library featuring elementary & HS
- 3rd, 5th, 8th grade musicals
- Outreach, Culminating activities (district VAPA festival, school shows, arts show auctions, etc.)

### On-going Assessment & Evaluation
- Research/data based program decisions
- Measure student growth due to arts instruction
- Gaining enrollment due to strong arts programs and striving programs that the arts help

### Collaborative Community Partnerships
- Job mentoring for aspiring artists through internships
- Community involvement that includes – entertainment industry and other speakers, leaders, etc.
- Establish partnerships with arts organizations
Strategic Directions
To come up with Strategic Directions to guide the plan and address the challenges, the Alhambra USD arts committee asked: *What creative and innovative actions can we take to address our challenges and move towards our vision?* The team developed the following strategic directions and goal areas to support implementation.

<table>
<thead>
<tr>
<th>Create a new schedule</th>
<th>Provide Program Development &amp; Coordination</th>
<th>Extended Day Arts Instruction TK-8</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Create a district-wide block schedule for 6-12 (Dual UA)</td>
<td>• Create strong arts goals at every site</td>
<td>• Utilize “10 hours” to create after school arts</td>
</tr>
<tr>
<td>• Establish an arts period (music, visual, etc.) daily in 6th-8th</td>
<td>• Build on Elementary-HS vertical teaming and articulation</td>
<td>• Investigate A.S. VAPA district-wide</td>
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<td></td>
<td>• Design &amp; implement an arts committee for each site</td>
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<td></td>
<td>• Generate staff survey to identify strengths</td>
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<thead>
<tr>
<th>Develop Funding Strategies</th>
<th>Research, Evaluate, Celebrate</th>
<th>Expand &amp; Implement Quality Arts Instruction for ALL Students</th>
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<tbody>
<tr>
<td>• Allocate specific funding from General Site Budget</td>
<td>• Collect/research test scores of school with high level arts instruction</td>
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<tr>
<td>• Create a district city-wide donation for arts campaign</td>
<td>• Tap into existing research on the impact of arts instruction</td>
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<tr>
<td>• Add VAPA back into the SPSA to allow for Title 1 funding use</td>
<td>• Evaluation-ongoing assessment of progress</td>
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<td></td>
<td>• Showcase student &amp; staff work, recognitions</td>
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<td></td>
<td>• Calibration – look at what worked, what didn’t, set next step goals</td>
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<td></td>
<td>• Continue Arts Board Report</td>
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<tr>
<th>Implement Strategic Arts Instruction</th>
<th>Establish Outside Partnerships</th>
<th>Provide Professional Development</th>
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<tbody>
<tr>
<td>• Create Pathways for the arts</td>
<td>• Partnerships/Residency for each school</td>
<td>• TEAL, TCAP</td>
</tr>
<tr>
<td>• Arts Wheel 6-8 now; K-5 in 3 years</td>
<td>• Create Partnerships w/JHL &amp; BUS</td>
<td>• Identify PD partners</td>
</tr>
<tr>
<td>• Arts Academies 4-12</td>
<td>• - Teaching Artists</td>
<td>• Research opportunities for secondary teachers</td>
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<tr>
<td>• TK-5 roving drama teacher 1 day/week per school</td>
<td>• - Internships</td>
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</tr>
<tr>
<td>• TK-5 roving visual arts teacher 1 day/week per school</td>
<td>• Require at least one arts-based field trip (museum, performance, etc.)</td>
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<tr>
<td>• Create an incrementalTK-3 visual arts/drama/music program over 5 years</td>
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<td>• HS student help teach at elementary level</td>
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