

Alhambra Unified School District

Five Year Arts Education Plan 2019-2024

Table of Contents	
	PAGE
Executive Summary	1-2
Current Reality	3-4
Strategic Directions & Priorities	5
2019-2024 Implementation Plan	6-12
VAPA Planning Committee	13
Appendix	
◦ Vision Workshop Documentation	14-16
◦ Strategic Directions Workshop	

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

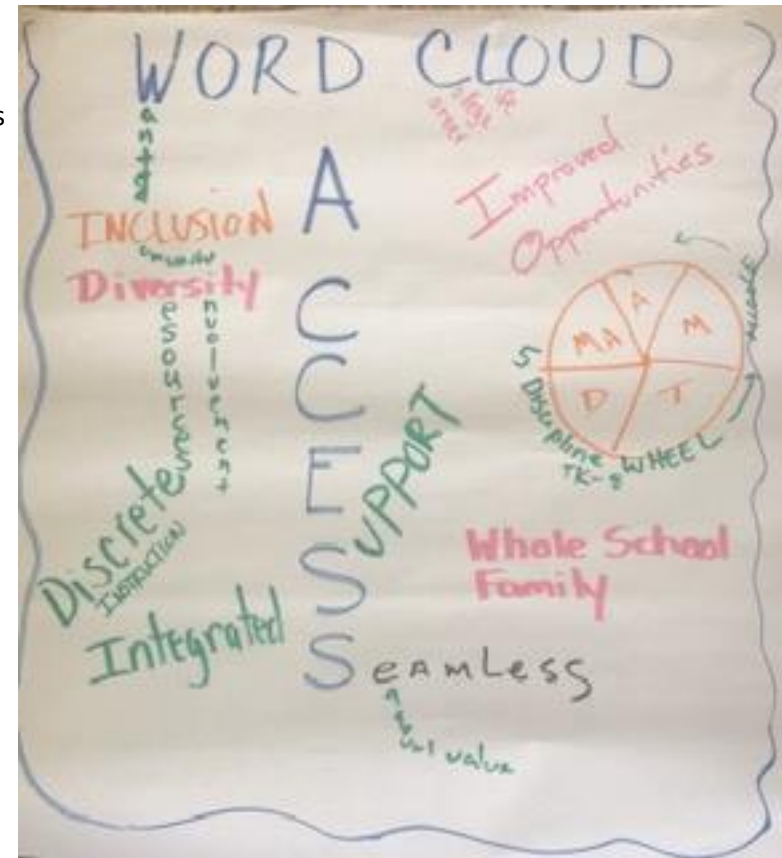
After reviewing data, the committee then identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the newly developed vision for arts education.

<p style="text-align: center;">Strengths <i>Momentum toward our vision</i></p>	<p style="text-align: center;">Challenges <i>Forces resisting our new direction</i></p>
<ul style="list-style-type: none"> • A variety of arts courses at all three high schools + LIFT • Strong student interest & motivation in the arts • Diversity • Support from the Board & Administration • Highly qualified and passionate teachers • A strong community that has a family feeling • Talented people & amazing students • Tk-12 music instruction across district • Alhambra Education Foundation (AEF) • Summer school programs with arts instruction • District has made an effort to close the achievement gap including site commitment • Rich history of institutional knowledge of arts education • Parent involvement • Collaboration program with Special Ed MDD • Turnaround Arts partnership at one site • Inclusive partnerships • Academy of Special Dreams (special needs) – Partnership • Students that go on to study the arts in College • MOU with Pasadena Arts Center (scholarships with the Saturday HS Ed Program) • Ryman Arts Partnership • Alhambra visioning to start an Arts Academy • A variety of college prep programs • AP 2D design & 3D design at the HS level; Alhambra HS has a ceramics program 	<ul style="list-style-type: none"> • Reluctance amongst the staff for integrating the arts • Insufficient TK-8 arts classes • Funding • Skewed parent support • Insufficient enrollment • Conflicting priorities within the district • Insufficient materials, resources, supplies, space • Uncoordinated scheduling • A vague understanding of the standards • Excessive PD bogging teachers down • Neglected skill-building to establish foundational arts skills • Some students are unmotivated to participate in the arts • Outdated facilities • A need to educate parents on A-G Requirement & Arts Integration • Insufficient training & PD for arts education • A devaluing of the arts due to not understanding the importance of the arts – outdated mindset • Diversity not present amongst staff

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

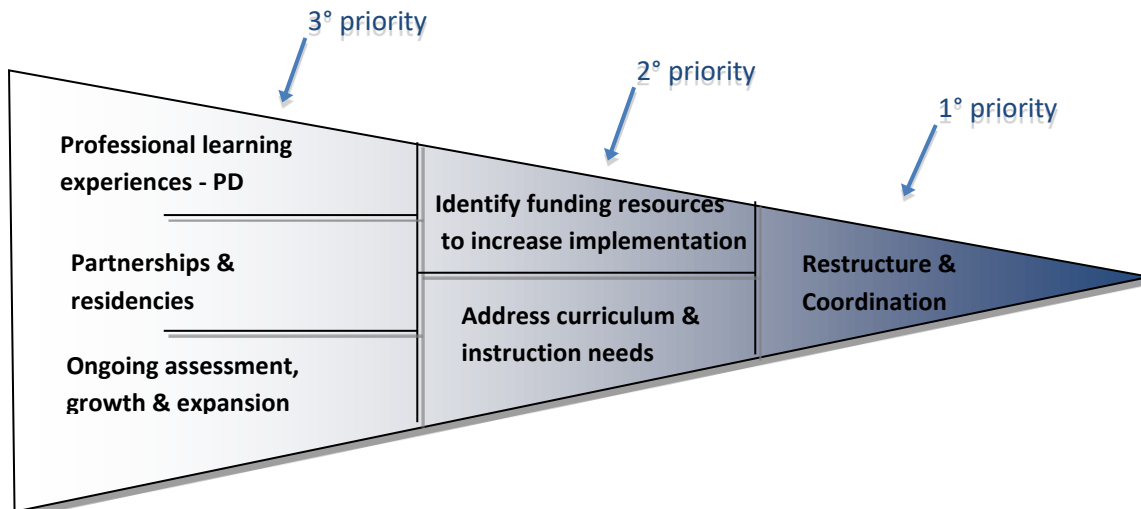
- Goal: Develop Funding Strategies
- Goal: Research, Evaluate, Celebrate

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.



**Alhambra Unified School District
Phase I: 2019-2020 Implementation Plan**

Phase I – Year 1 Implementation

Strategic Direction: Restructure to Ensure Implementation of the Arts

Goal: Program Development & Coordination

Timeline 2019-2020	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
	Convene the district-wide arts planning committee 3x's	<input type="checkbox"/> Identify individuals for each site to serve on the committee <input type="checkbox"/> Collect arts education research + research test scores of schools with high level arts <input type="checkbox"/> Monitor Year 1 implementation goals <input type="checkbox"/> 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)	<input type="checkbox"/> Gather current data on existing music program (enrollment, schedule, materials, instruction, standards alignment, etc.) <input type="checkbox"/> Gather data from other K-8 districts <input type="checkbox"/> 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	<input type="checkbox"/> Research other programs and collect data on current programs (visual arts, arts integration, theater, dance, media arts, etc.) <input type="checkbox"/> Use the music program as a guide to create a framework for other disciplines <input type="checkbox"/> 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

Timeline 2019-2020	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
	Create a survey for each site to identify materials, space, staff & funding in the arts	<input type="checkbox"/> Distribute survey to each site (HS department chair, Admin; Elementary –admin, cadre/site reps) <input type="checkbox"/> Collect & organize data	VAPA Committee	LCAP, VAPA budget	A spreadsheet with all district arts resources listed

Goal: Develop Funding Strategies					
Timeline 2019-2020	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2019-ongoing	Identify grants and other funding opportunities	<input type="checkbox"/> Gather and compile and make central <input type="checkbox"/> Continue to update	VAPA Committee, ED Services	LCAP, VAPA budget	Central resource of funding opportunities
2019-ongoing	Continue to include VAPA goals in the LCAP	<input type="checkbox"/> Addressing Goal 2: Support the expansion of TK-12 VAPA priorities including music, visual arts, theater, arts integration, etc. <input type="checkbox"/> Incorporate goals from the VAPA 5 year plan into LCAP <input type="checkbox"/> Continue to provide access to all students including (unduplicated, special needs, ELL, etc.)	Ed Services	LCAP	All students in AUSD receiving access to multiple arts disciplines as part of a well-rounded education
Strategic Direction: Expand & Implement Quality Arts Instruction for ALL Students					
Goal: Provide Professional Development					
Timeline 2019-2020	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
	Participate in Technology Enhanced Arts Learning (TEAL)	<input type="checkbox"/> Identify teachers to participate in TEAL <input type="checkbox"/> Outline TEAL expectations per contract with LACOE <input type="checkbox"/> Share TEAL experiences at VAPA Committee meetings	ED Services	VAPA budget	Teachers developed to lead arts integration at the site level; model lessons and strategies delivered in the classroom
Goal: Implement Strategic Pathways for Arts Instruction TK-12					
Timeline 2019-2020	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
	Purchase additional instruments for 4 th & 5 th grade students	<input type="checkbox"/> Inventory current instruments <input type="checkbox"/> Inspect the quality of the instruments <input type="checkbox"/> Identify needs across the grade levels and allocate instruments	ED Services	LCAP, grant funds	Increased student access & equity to receiving standards-based music instruction
	Implement a visual arts or theater residency tied to the <i>Balanced Literacy</i> model or math instruction	<input type="checkbox"/> Research and identify arts organization who can provide arts integration residencies that will connect to <i>Balanced Literacy</i> or math <input type="checkbox"/> Implement residency at identified elementary school sites in the spring (8-10 weeks)	ED Services	LCAP & potential grant funding	Additional students & grade levels receive access to theater or visual arts
	Hire an additional arts teachers	<input type="checkbox"/> Implement an FT theatre position serving 4-8 grade across school sites	Ed Services	LCAP	4 th -8 th grade students receive direct instruction in theatre

Goal: Establish Outside Partnerships					
Timeline 2019-2020	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
	Create Partnerships List	<input type="checkbox"/> Residencies, field trips, instruments, supplies, etc. <input type="checkbox"/> Identify partners for programming, teaching artists (focus on visual arts & theatre instruction)	VAPA Committee, Ed Services	LCAP, VAPA budget	A list of partners with contact information & services A list of locations for students to visit and further their arts knowledge

**Alhambra Unified School District
Phase II: 2020-2022 Implementation Plan**

Strategic Direction: Restructure to Ensure Implementation of the Arts

Goal: Program Development & Coordination

Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2020-ongoing	Create an arts committee for each site	<input type="checkbox"/> Identify key teachers to serve on committee <input type="checkbox"/> Create goals for each site and establish a meeting calendar <input type="checkbox"/> Site committee/rep members attend TEAL & participate in outside PD opportunities	VAPA Committee, site lead teachers, administration	10 extra duty hours, LCAP & VAPA budget	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
	Establish a district level commitment to an "Arts Instructional Goal" K-12 for all students (visual arts, theatre, media arts, dance)	<input type="checkbox"/> Create and/or update a Board Policy for Arts Education <input type="checkbox"/> Map LCAP goals & allocation priorities for arts instruction	Ed Services	LCAP, VAPA budget, grants	Updated Board Policy for Arts Education Greater student access to other arts disciplines

Goal: Create a New Schedule

Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2020-2021	Pilot revised re-structure for programming	<input type="checkbox"/> Identify the sites and/or grade levels to roll out the pilot <input type="checkbox"/> Establish a schedule for K-3, 4-5 <input type="checkbox"/> Monitor the pilot and report out on successes and challenges	ED Services	LCAP & VAPA budget, AEF	Data from the pilot and increased diversity of programming

Goal: Extended Day Arts Instruction TK-8

Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2020-ongong	Continue with and expand the elementary & HS Honors Group	<input type="checkbox"/> Appoint a teacher to facilitate HS Honors Group <input type="checkbox"/> Elementary site representative facilitate Elementary Honors Group or appoint team/individual to oversee	Ed Services, hired teachers, facilitators	Potential Title 1, grants	Increased opportunities for students to engage in learning in & experiencing the arts
	Create a voluntary Arts Club: before/after school, 1-2 days a week during lunch	<input type="checkbox"/> Designate site personnel, studio/space <input type="checkbox"/> Plan activities, curriculum <input type="checkbox"/> Seek & identify funding source for supplies, etc.	Teachers, volunteers, parents	Potential Title 1, grants	Increased opportunities for students to engage in learning in & experiencing the arts
	Create a district-wide elementary theater program (after-school)	<input type="checkbox"/> Identify teachers, parents who might be interested in teaching or facilitating	Site leads, parents, teachers, administration	Potential Title 1, grants	Increased opportunities for students to engage in performing and applying theatrical skills
	Create collaborative community partnerships specifically for extended day programming	<input type="checkbox"/> Find job mentoring internship opportunities <input type="checkbox"/> Find and schedule community speakers (leaders in their field) <input type="checkbox"/> Establish partnerships with organizations that have models & expertise in extended programming	Ed Services, site leads	Potential Title 1, grants	New partnerships that support and implement quality extended day arts instruction

Strategic Direction: Identify & Allocate Resources

Goal: Develop Funding Strategies

Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
	Explore using Title 1 funds to support VAPA	<input type="checkbox"/> Provide data that supports the use of Title 1 funds and provide examples of Title 1 fund use for the arts <input type="checkbox"/> Investigate the percentage of the general fund budget that goes towards arts instruction	VAPA Committee, site leads, Ed Services	VAPA budget	Sites utilize Title 1 funds to implement arts instruction before, after and during school
	Increase partnerships with AEF to provide funds for arts instruction (visual arts, theatre, dance)	<input type="checkbox"/> 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	Ed Services, VAPA Committee	VAPA budget, AEF	AEF provides funding to support visual arts & theater instructional goals
	Apply for grants that will support arts instruction at the elementary	<input type="checkbox"/> Create a bank of funding sources that target elementary school needs and arts integration <input type="checkbox"/> Continue to apply for the Advancement Grant	Ed Services	Ed Services	Additional funding sources and partnerships

Goal: Research, Evaluate, Celebrate					
Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
	Evaluate the existing research on the impact of arts instruction on all subjects	<input type="checkbox"/> Decide & identify instruction & curriculum needs <input type="checkbox"/> Document and share with Board, administrators, teachers <input type="checkbox"/> Use data to select programs, teachers, partners	VAPA Committee, Ed Services	VAPA budget	Data to share with all stakeholders
	Continue to showcase student & staff work in the arts	<input type="checkbox"/> Showcase in district, community, award ceremonies, libraries, City Hall, art fairs <input type="checkbox"/> Communicate district-wide the highlights, recognitions and alignments to curriculum in other content areas <input type="checkbox"/> Model the alignment of standards-based instruction in student work that is showcased and put on display	Teachers, school sites	VAPA budget, LCAP, AEF	Demonstration of learning in the arts and evidence of standards-based instruction and practices

Strategic Direction: Expand the Implementation of Quality Arts Instruction

Goal: Implement Strategic Pathways of Arts Instruction TK-12

Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2020-ongoing	Continue and expand the residency model to other sites and grade levels (visual arts, theater)	<input type="checkbox"/> Identify interested sites <input type="checkbox"/> Seek funding and evaluate pilot program from Phase I <input type="checkbox"/> Identify discipline focus for site(s) – theater, dance, visual arts, media arts	VAPA Committee, Ed Services	LCAP	Additional students & grade levels receive access to theater or visual arts
2020-ongoing	Appoint a PT/FT visual arts instructor at elementary	<input type="checkbox"/> Outline job description and identify grade level or site(s) to implement the position <input type="checkbox"/> Obtain Board approval and post position	Ed Services	LCAP	Increased access to visual arts at elementary with students receive discreet instruction in the discipline
2020-ongoing	Create an incremental TK-5 Arts Wheel (visual arts, music, theater)	<input type="checkbox"/> Select a schools to pilot the effort <input type="checkbox"/> Investigate need for preferred discipline focus and needed instructors or partners for implementation <input type="checkbox"/> Investigate new standards and define quality instruction for AUSD <input type="checkbox"/> Implement programming per site based on needs <input type="checkbox"/> Lobby for additional scheduling needs	VAPA Committee, Ed Services	LCAP, grant funding, AEF	Increased equity & access; Expanded direct instruction in three different arts disciplines
2021-ongoing	Plan for 6th-8th 4 day Universal Access (music, visual arts, theater, media arts)	<input type="checkbox"/> Investigate need for preferred discipline focus and needed instructors or partners for implementation <input type="checkbox"/> Investigate new standards and define quality instruction for AUSD <input type="checkbox"/> Implement programming per site based on needs <input type="checkbox"/> Lobby for additional scheduling needs	Ed Services, Secondary Specialist, administration	LCAP, AEF grant funding	Increased equity & access; Expanded direct instruction in other arts disciplines

Goal: Establish Outside Partnerships					
Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2020-2021	Develop & cultivate relationships with new partners	<input type="checkbox"/> Assess Year 1 progress with current partners <input type="checkbox"/> Reflect/implement for Year 2 <input type="checkbox"/> 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
Goal: Provide Professional Development					
Timeline 2020-2022	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2020-2021	Send 2 nd cluster of teachers to TEAL	<input type="checkbox"/> Identify interested teachers from school site <input type="checkbox"/> 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	<input type="checkbox"/> ID PD needs, scope and focus for elementary <input type="checkbox"/> Secure funding and release time needs <input type="checkbox"/> 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	<input type="checkbox"/> Create a list of options to share with HS teachers <input type="checkbox"/> Teachers identify priorities for PD <input type="checkbox"/> 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

Lisa Jones, Elementary Music	Jones_lisa@ausd.us
David Byer, Instructional Specialist/Coach	Byer_david@ausd.us
June Ashburn, Teacher	Ashburn_june@ausd.us
Danell Boyle, Teacher	Boyle_danell@ausd.us
Michael Dergar, Founder of Academy of Special Dreams m- LIFT	mdergar@gmail.com
Alex Gonzalez, Elementary Music	Gonzalez_alex@ausd.us
Wendy Osawa, AHS Special MDD Teacher	Osawa_wendy@ausd.us
Stephanie Richardson, Principal Garfield Elementary	Richardson_stephanie@ausd.us
Nadine Page-Phillips, Mark Keppel Theatre	Phillips_nadine@ausd.us
Benjamin Coria, San Gabriel HS – Music	Coria_benjamin@ausd.us
Jeff Levie, AHS Photography & Art	Levie_jeff@ausd.us

APPENDIX

Vision Workshop Documentation
Strategic Directions Workshop Documentation

ALHAMBRA USD – Vision Elements

December 14, 2018

As result of our actions, what do we want to see in place for arts instruction in our district over the next 5 years?

Sustainable Inclusive Arts Curriculum	Prioritized Coordination for Implementing the Arts	Supportive & on-going Professional Development	Experienced, Qualified & skilled staff	Growing/ on-going funding & resources	Celebrations of Student Learning in the Arts	On-going Assessment & Evaluation	Collaborative Community Partnerships
Provide adaptable arts lessons for general ed. Teachers	Extended school day (8am-3pm) for K-8	Training prepared by district -Projects, Performances	Specialized teachers in every arts discipline	Studio spaces stocked at all sites	Student showcases (site, district & community)	Research/data based program decisions	Job mentoring for aspiring artists through internships
Create an arts curriculum pathway (K-LIFT)	Block schedule for H.S.	Professional Development for all (arts integration & discrete arts)	Visual arts teacher in elementary K-8	Supplies	Community partnerships	Measure student growth due to arts instruction	Community involvement that includes – entertainment industry and other speakers, leaders, etc.
Arts based field trips & assemblies (theater, dance, museum, industries, etc.)	Freshman can enroll in VAPA classes	Sustainable PD, all on same page	Support -Board -Leaders -Educators -Students	Increased funding for arts education	Monthly arts walks at city library featuring elementary & HS	Gaining enrollment due to strong arts programs and striving programs that the arts help	Establish partnerships with arts organizations
TK-5 sequential weekly music instruction	Students are ready for college, post-secondary, job	Arts inclusion PD	Arts Instructors for all grades		3rd, 5th, 8th grade musicals		
TK-5 sequential weekly visual arts instruction	Provide access to a variety of arts choices	Train General Ed teachers in Arts Integration	visual, performing & elective choices		Outreach, Culminating activities (district VAPA festival, school shows, arts show auctions, etc.)		
Life-College, Career -Awareness -K-8 thru HS –LIFT	Establish stakeholder buy-in (importance, excitement, acceptance)		HS community service opportunities at elementary level				
6 week arts rotation at ALL elementary schools	Create a AUSD arts mission statement						
Prep elementary students for HS arts instruction							

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.

