

**Baldwin Park Unified School District**  
**Strategic Arts Plan**  
**2018-2023**

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The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and the Baldwin Park Unified High School District. In 2017-2018 the District worked with Arts Ed Collective Coach, Sandy Seufert.

**Los Angeles County Arts Commission – Arts Education Collective**

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County’s 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. [LACountyArtsEdCollective.org](http://LACountyArtsEdCollective.org)

## The District History of Arts Education and Planning Process

Baldwin Park Unified School District is known for its secondary world-class music program and strong theatre program, engaging hundreds of students in rich arts instruction and performance opportunities. According to data collected by the Arts Ed Collective through principal surveys, in the elementary schools 100% offer music instruction, 76% offer visual arts instruction, 41% offer dance and media arts instruction, and 35% offer theatre instruction. The District has a team of dedicated Visual and Performing Arts (VAPA) instructors that work diligently to offer the best arts education experiences possible.

BPUSD is pleased to join the Arts Education Collective to become one of the 68 out of 81 school districts that have made the commitment to create a Strategic Arts Plan. During the planning process, a dedicated group of six District staff forming the District Arts Team met over the course of four meetings from March to May of 2018 to create a Vision for Arts Education, the Current Reality of the District, Strategic Directions, and a Phased Five-Year Implementation Plan.

The BPUSD Strategic Arts Plan contains high leverage actions that will help the District to maximize current assets and resources to help overcome key challenges, both internal and external. Many of the actions in the Phase One Action Plan (Year One) have minimal budget implications but hope to begin a culture shift that will significantly increase the equity and access of arts education for all students in the District.

The District Arts Team created an overarching statement that grounds the Vision for Arts Education:

*“All Stakeholders thrive in a vibrant, district-wide Visual and Performing Arts Culture.”*

## Baldwin Park Unified School District Mission, Vision, and Core Values

### **Mission:**

***Ensure High Achievement for ALL Learners***

### **Vision:**

**In a culture of high expectations and academic rigor and an environment of support, understanding, and emotional safety, all Baldwin Park Unified School District students will graduate with a valued and highly respected diploma, prepared with the relevant skills, knowledge, and personal attributes necessary for success in a university or other institution of higher education and/or any post-secondary options of their choice.**

### **Core Values: - Learning First**

**F** - Family (Collaboration, Community, Culture, Diversity)

**I** - Integrity (Honesty, Respect, Transparency, Trustworthiness)

**R** - Rigor (Achievement, Action, Risk-Taking, Solution-Driven)

**S** - Service (Accountability, Advocacy, Dedication, Support)

**T** - Thrive (Creativity, Passion, Positivity, Vision)

## Executive Summary

### Practical Vision Goals:

On March 21, 2018, The District Arts Team as well as a group of District Music Teachers on March 20, 2018 met and answered the question, “If all things were possible, what would we want to see in five years in arts education as the result of our plan?” The following Goals were created from a brainstorming session based on their vision for BPUSD. They created this over-arching statement for their vision: **“All Stakeholders thrive in a vibrant, district-wide Visual and Performing Arts Culture.”**

Note: VAPA stands for Visual and Performing Arts

Dedicated and Effective VAPA Spaces	Ample, Qualified Personnel for Arts Coordination and Instruction	Impactful and Meaningful Celebration of the Arts	Supportive and Sustainable Funding
Cross-Curricular Creative Integration	Engaged and Committed Community Collaboration	Established, High-Quality, Sought-After Arts Programming	Relevant and Meaningful VAPA Professional Development

### Current Reality

On March 21, 2018 and April 13, 2018, The District Arts Team of Baldwin Park Unified School District identified the strengths the District could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for the District. *Note: VAPA indicates Visual and Performing Arts. Asterisks indicate key actions and priorities identified by the DAT Team (\* = 1 vote, \*\* = 2-3 votes, \*\*\* = 4 or more votes)*

Strengths <i>Momentum Towards Vision</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> <li>● Visual arts strong in both high schools *</li> <li>● Some community support exists</li> <li>● Performing Arts Center offers resources and staff *</li> <li>● Engaged alumni</li> <li>● School Board support *</li> <li>● Teacher Association support</li> <li>● BPHS has a willingness to create a school of the arts</li> <li>● Teacher interest/desire to support the arts</li> <li>● There are talented and dedicated teachers **</li> <li>● Quality VAPA teachers *</li> <li>● Willingness to address deficiencies *</li> <li>● Some VAPA Teachers hold professional alliances (organizations, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>● Theatre/Drama and Visual Arts teachers not prioritized for professional development **</li> <li>● No centralized liaison for VAPA teachers with the District *</li> <li>● Isolated, siloed programs ***</li> <li>● Obsolete materials and equipment</li> <li>● Restricted funding/programs are under-funded</li> <li>● Competing programs that draw students away from VAPA ***</li> <li>● Parents that discourage VAPA focus (sports)</li> <li>● Devalued arts (some District staff, parents, counselors)</li> <li>● Difficult to process orders and handle inventory</li> <li>● District used to have a top of the line music library</li> <li>● Classroom (facilities) space is limited</li> <li>● Recruitment of students is impacted by competing programs and false messaging</li> <li>● Retention of music students at elementary level due to lack of grading and tendency to be drop-in</li> <li>● Uncoordinated pull-out of students – need dedicated time</li> <li>● Classroom technology is limited/outdated</li> <li>● Inconsistent schedules at Grade 6</li> <li>● Would help to have elementary contracts between parents and students</li> <li>● Limited funds for travel or equipment</li> </ul>

**Current Reality from Data Review**

The district participated in The Arts Education Profile to assess the current status (2014-2017) of arts programming across the district. In addition, the group reviewed the online LA County Arts Ed Profile Tool, and the CREATE CA online Arts Education Data Project. The CAT team worked in specialized groups to review this data with a focus on capturing additional strengths challenges, and opportunities. The findings from the data review are summarized below:

<b>Data Source</b>	<b>Strengths</b>	<b>Challenges</b>	<b>Opportunities</b>
Arts Ed Profile	<ul style="list-style-type: none"> <li>● District has a Music Program 5-12</li> <li>● Baldwin Park HS has Drama/Theatre/Musical</li> <li>● Passionate teachers</li> <li>● We think/believe we have “enough” (outside perspective) - Enthusiasm</li> </ul>	<ul style="list-style-type: none"> <li>● Communication and collaboration within departments *</li> <li>● Gaps in opportunities for all students</li> <li>● Data not accurate – lack of knowledge of what Arts really are</li> <li>● Equity discrepancy between schools</li> <li>● ELD (English Language Development) needs access</li> <li>● No real access before 5<sup>th</sup> grade (drop-in not pull-out) **</li> <li>● Lack of funding ***</li> <li>● Lack of staffing</li> <li>● Lack of focus in programs</li> <li>● No real dance instruction and little visual arts **</li> <li>● We do not have enough (inside perspective)</li> <li>● Competition of programs</li> </ul>	<ul style="list-style-type: none"> <li>● Dissect the data to find the rogue programs and see what we can do to expand/support them</li> <li>● Fill gaps in opportunities for all students</li> <li>● Room for growth</li> <li>● To “perform” for the Board in all disciplines</li> <li>● Create chart V.A.P.A. to highlight the gaps and under-represented access (make it visual)</li> <li>● “Arts” infused access (Pasadena/Burbank ELD Students that have language arts instruction infused with the arts)</li> </ul>
Arts Education Data Project – <b>Online Data on Secondary Schools, Statewide (2014-2015)</b>	<ul style="list-style-type: none"> <li>● HS has a full-time theatre teacher</li> <li>● Music from 5-12 (choir 7-12; band 6-12; orchestra 5-12)</li> <li>● High Schools offer Fine Arts from intro to Advanced Placement</li> <li>● ROP - Film</li> </ul>	<ul style="list-style-type: none"> <li>● Spotty coverage at elementary schools</li> <li>● Performance space is limited *</li> <li>● Duarte is opening an Arts School</li> <li>● We need a full-time Music/Arts Coordinator to have enough performances</li> </ul>	<ul style="list-style-type: none"> <li>● The Arts Ed Collective</li> <li>● Arts friendly District Office</li> <li>● Arts friendly Board</li> <li>● LCAP funding</li> <li>● To work with the Board to support the Arts</li> </ul>
LA County Arts Ed Profile Tool – <b>Online Data from LA County Schools, 2015</b>	<ul style="list-style-type: none"> <li>● Walnut Unifies has no dance (6-8) and no theatre (6-8)</li> <li>● BPUSD has some visual arts instruction (6-8)</li> </ul>	<ul style="list-style-type: none"> <li>● Our District lacks in Dance instructors and classes throughout all grades</li> <li>● Music and Theatre grows more in 9-12 grade yet lacks instructors in Middle Schools compared to other Districts</li> </ul>	<ul style="list-style-type: none"> <li>● At Claremont, students are offered more opportunities in music starting at pre-school</li> <li>● Our District offers more music throughout 5-12th</li> </ul>

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Norwalk-La Mirada Unified School District Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team moved forward actions from the previous arts plan, created in 2006, and developed the following strategic directions, goal areas, and actions to support implementation based on the Current Reality of the District. (The full Strategic Directions document can be found in the Appendix)

### 1. Ensure a Quality Foundation Built on Dedicated Personnel and Resources

**Goal 1:** Provide Dedicated and Effective VAPA Spaces and Resources

**Goal 2:** Ensure Ample, Qualified Personnel for Arts Coordination and Instruction

### 2. Ensure Sustainability through Dedicated Funding and High Visibility

**Goal 1:** Market and Educate for High Visibility

**Goal 2:** Sustain and Grow Funding in the Arts

### 3. Ensure Learning and Growth in the Arts through Equity and Engagement

**Goal 1:** Implement Relevant and Strategic Professional Development for VAPA

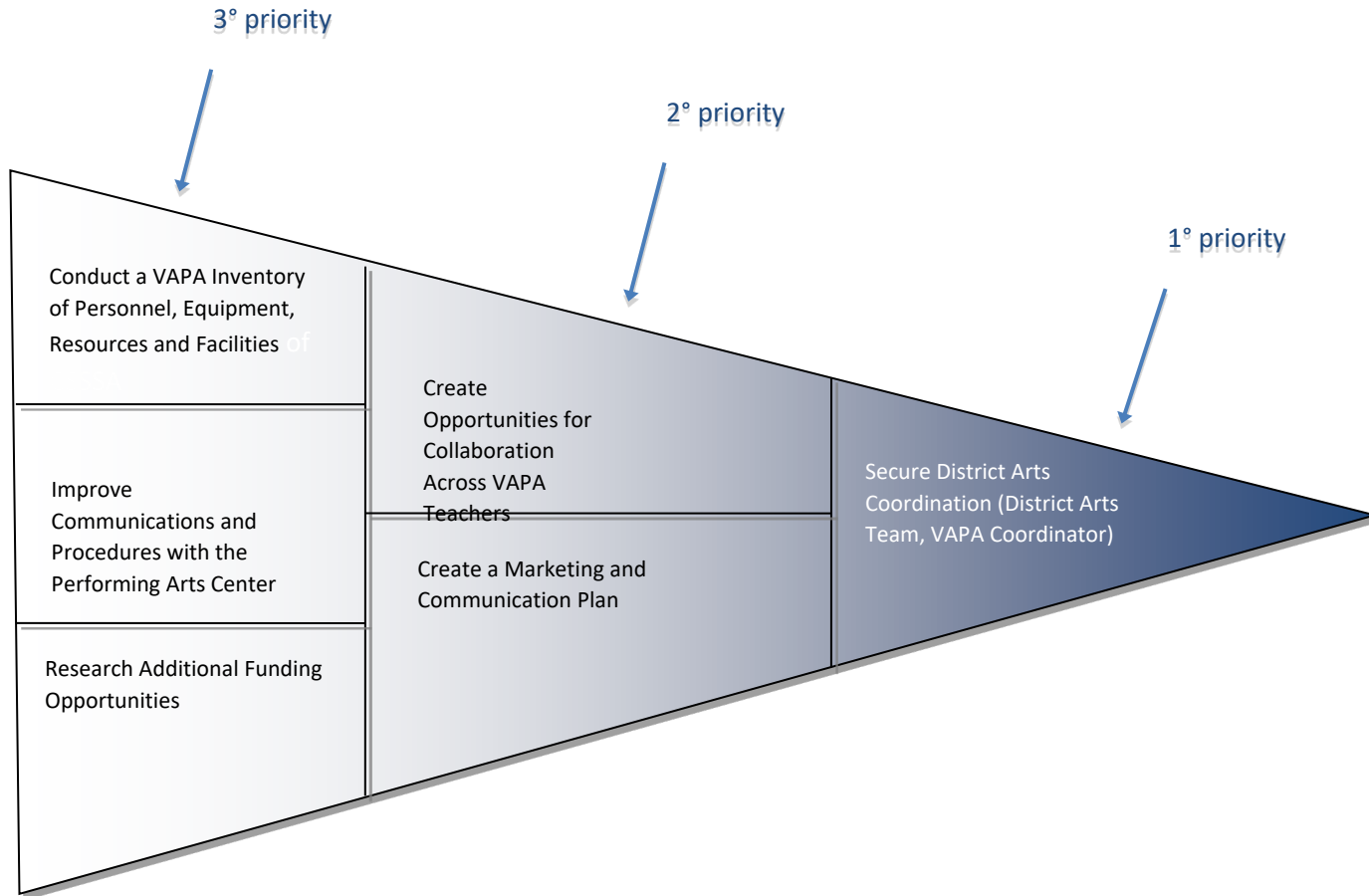
**Goal 2:** Increase Opportunities for VAPA Integration

**Goal 3:** Provide Access to Professional Artists and Organizations

**Goal 4:** Increase opportunities for VAPA Instruction in all Five Arts Disciplines

Baldwin Park Unified School District – Key Priorities for Implementation in Year One/Phase One

Generated by the District Arts Team on April 23, 2018



Strategic Direction #1: Ensure a Quality Foundation Built on Dedicated Personnel and Resources						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks July-Sept	Quarter 2 Tasks Oct-Dec	Quarter 3 Tasks Jan-Mar	Quarter 4 Tasks Apr-June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal #1: Provide dedicated and effective VAPA spaces and resources						
Action: Develop procedures for working with the Performing Arts Center (PAC)	Research how to student artwork exhibitions and performances  Develop written procedures  Conduct a meeting with key stakeholders  Create a timeline	Implement the timeline  Implement the showcase of student artwork and performances →	Survey the implementation of the timeline and usage of space →		No budget implications  Point Persons: Director of Student of Achievement overseeing VAPA; Senior Director of Adult Education	Teacher surveys and reflections  Written procedures  Master schedule
Action: Research the possibility of using the Performing Arts Center as a Technology Lab	Assess what jobs are needed to run a performance  Meet with Dr. Kerr  Look into possibility of having Jennifer Nitschke, BPHS Drama Teacher, teach a beginning tech class	Research costs and next steps to hire a Career and Technical Education (CTE) instructor	Implement tech students at the Performing Arts Center for concerts/events and middle school musical events		Budget implications unknown  Point Persons: Director of Student of Achievement overseeing VAPA; Senior Director of Adult Education	Trained student techs  Fully funded CTE position to teach the course (one at the PAC and one at each high school)
Action: Survey the needs of VAPA staff and programs (tech, space, time, transportation, etc.)	Pre-Quarter 1: Survey current inventory and projected needs  Look into stipends  Quarter 1: Determine what courses are considered "Core"  Survey course offerings to satisfy A-G requirements	Obtain quotes for necessary equipment and supplies  Process purchase orders for the above  Inventory equipment with software program (music)  Develop inventory procedure for other arts		Re-survey teachers and staff for needs  Research storage facilities	No budget implications  Point Person: Arts Facilitator; VAPA Secretary	Survey results indicating increased access and utilization of materials and supplies

1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks July-Sept	Quarter 2 Tasks Oct-Dec	Quarter 3 Tasks Jan-Mar	Quarter 4 Tasks Apr-June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal #2: Ensure ample, qualified personnel for arts coordination and instruction						
Action: Secure District Arts Coordination (Community Arts Team and Full-Time VAPA Coordinator)	Establish the Community Arts Team (CAT)  Establish a timeline for quarterly meetings with the CAT  Have all VAPA teachers meet on a bi-annual basis (Aug-Sept and Jan-Feb)	Create a job description for a Full-Time VAPA Coordinator <b>(TOSA to oversee and expand on the current Arts Facilitator responsibilities - note when it says arts facilitator in the rest of the document - it would require a Full-Time person)</b>  Implement a plan for replacement for the current Part-Time VAPA Coordinator	Update and evaluate the Arts Plan with the Community Arts Team		\$60,000  Point Person: Assistant Superintendent of Human Resources	FTE (Full-Time Equivalent) VAPA Coordinator in place  4-5 CAT Team meetings held



Strategic Direction #2: Ensure Sustainability through Dedicated Funding and High Visibility						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks July-Sept	Quarter 2 Tasks Oct-Dec	Quarter 3 Tasks Jan-Mar	Quarter 4 Tasks Apr-June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal #1: Market and educate for high visibility						
Action: Create a VAPA marketing and communication plan	<p>Create a PR/Communications Liaison to ensure successful marketing</p> <p>Create a calendar of student performances and exhibits linked to School Board meetings</p> <p>Create a Communication plan and Google Form</p>	<p>Develop an Alumni list</p> <p>Create a PowerPoint presentation to showcase VAPA in the District</p> <p>Create a video showcase →</p> <p>Establish a social media presence</p> <p>Research successful district marketing models</p>	<p>Advertise VAPA as a competitive program (unified recruitment)</p>	<p>Hold a performing arts showcase</p>	<p>Sub-release time for District Arts Team members</p> <p>Point Persons: District Arts Team; Arts Facilitator; Superintendent’s secretary</p>	<p>Communications Liaison in place</p> <p>Communication and marketing plan in place</p> <p>Morgan Park, school live, posters</p> <p>Attendance at dress rehearsals</p>
Action: Research the possibility of holding a Summer Showcase	<p>Research facilities</p> <p>Research funding</p> <p>Research personnel and resources</p>		<p>Survey and select interested teachers</p> <p>Market the opportunity to students</p>		<p>Sub-release time for District Arts Team members</p> <p>Point Persons: Arts Facilitator; District Arts Team</p>	<p>Scheduled Summer Showcase in Summer of 2019</p>
Goal #2: Sustain and grow funding in the arts						
Action: Develop a fundraising sub-committee (District Arts Team and District staff)	<p>Establish sub-committee and responsibilities</p>	<p>Research grant opportunities</p> <p>Seek out funding partnerships</p>			<p>Sub-release time for District Arts Team members</p> <p>Point Person: Arts Facilitator; District Arts Team</p>	<p>Grants secured</p> <p>Partnerships identified</p> <p>Sub-committee established</p>
Research tapping into Career and Technical Education (CTE) and Pathways funding	<p>Explore current course codes and develop new course codes to support VAPA programs</p> <p>Research other district models</p>	<p>Formalize VAPA Pathways and A-G requirements</p>			<p>Sub-release time for District Arts Team members</p> <p>Point Person: Arts Facilitator; District Arts Team</p>	<p>Established A-G requirements</p> <p>Articulated VAPA Pathway in current Pathway structure</p>

Strategic Direction #3: Ensure Learning and Growth in the Arts through Equity and Engagement						
1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks July-Sept	Quarter 2 Tasks Oct-Dec	Quarter 3 Tasks Jan-Mar	Quarter 4 Tasks Apr-June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal #1: Implement relevant and strategic professional development for VAPA teachers						
Action: Provide relevant professional development (PD) for ALL VAPA teachers (not just music)	Research outside PD opportunities  Establish calendar for discipline-specific meetings  Research free community resources for PD and extended learning	Offer discipline-specific PD  Conduct observations of other districts		Offer discipline-specific PD  Conduct observations of other districts	Budget implications unknown for PD presenters  Point Persons: Arts Facilitator	List of PD opportunities in the community  Number of in-house PD sessions
Goal #2: Increase opportunities for VAPA integration						
Action: Implement VAPA into core classes	Develop key VAPA strategies that can be used by non-VAPA teachers (developed in VAPA meetings)	Establish a pilot site (Santa Fe Elementary)  Create written strategies on a shared digital platform →	Establish a secondary pilot site		Budget implications unknown for training and support  Point Persons: Arts Facilitator (if made full-time)	Utilization of VAPA strategies by teachers (survey)  Established written strategies on a shared digital platform
Goal #3: Provide access to professional artists and organizations						
Action: Conduct field trips to arts destinations	Research field trip sites with an emphasis on free opportunities  Establish a field trip calendar  Establish a "Go Hollywood" arts club	Research transportation costs  Articulate with local colleges for field trip opportunities or partnerships			Costs for transportation  Point Persons: Arts Facilitator (if made a full-time position)	Attendance at District VAPA events  Attendance at arts destinations  Established calendar and list of field trips

1 <sup>st</sup> Year Goals and Actions	Quarter 1 Tasks July-Sept	Quarter 2 Tasks Oct-Dec	Quarter 3 Tasks Jan-Mar	Quarter 4 Tasks Apr-June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal #4: Increase opportunities for VAPA instruction in all five arts disciplines						
Action: Explore expanding dance offerings through Physical Education (PE)	Add to PE job descriptions that a dance background is "preferred"		Place students in PE/Dance classes  Research other district models  Work with counselors on programming students into these classes	Research dance offerings through Think Together to build interest for high school dance	No budget implications  Point Person: Director of Student Achievement overseeing VAPA in direct cooperation with Human Resources	

Strategic Direction #1: Ensure a Quality Foundation Built on Dedicated Personnel and Resources				
Phase	Goals and Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #1: Provide dedicated and effective VAPA spaces and resources</b>				
2	Action: Implement the use of the Performing Arts Center as a Technology Lab for both high schools drama departments	Hire and train a Career and Technical Education (CTE) instructor for both classes  Develop the course description  Schedule time and transportation for the scheduled classes  Implement tech students scheduling and pay structure at the Performing Arts Center for concerts/events and middle school musical events	Budget implications unknown  Point Persons: Director of Student of Achievement overseeing VAPA; Senior Director of Adult Education	Trained student techs (Career pathway opportunities and Internships at local theatre companies)  Fully funded CTE position to teach the course (two at the PAC and one at each high school)
<b>Goal #2: Ensure ample, qualified personnel for arts coordination and instruction</b>				
2	Action: Take VAPA teachers out of sub rotation during productions	Meet with Principals to collaborate on solutions	No budget implications  Point Person: Director of Student of Achievement overseeing VAPA	Additional VAPA teacher duties will be realized, eliminating future conflict
2	Action: Eliminate extra duty hours for VAPA teachers	Meet with Principals to collaborate on solutions	No budget implications  Point Person: Director of Student of Achievement overseeing VAPA	Additional VAPA teacher duties will be realized, eliminating future conflict
2	Action: Support VAPA teachers with spotlights, luncheons, pull-out time, etc.	Conduct end of year survey for teachers  Create strategies to work with VAPA teachers (outside of music) to begin a culture shift to create a District-wide VAPA community	No budget implications  Point Person: Director of Student of Achievement overseeing VAPA; Full-time VAPA Coordinator	Teacher survey results

**Strategic Direction One, Phase 3: 2021-2023**

**Goal #1: Provide dedicated and effective VAPA spaces and resources**

Action: All actions sustained

**Goal #2: Ensure ample, qualified personnel for arts coordination and instruction**

Action: Create a full-time VAPA leadership position (VAPA District wide Director)

Strategic Direction #2: Ensure Sustainability through Dedicated Funding and High Visibility			
Goals and Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #1: Market and educate for high visibility</b>			
Action: Market VAPA Program in Elementary schools (expansion)	<p>Meet with Principals and other stakeholders to work out avenues for an implementation plan for VAPA for all in core classes</p> <p>Work with elementary teachers (volunteers first) on implementation of the integrated curriculum</p>	<p>Budget Implications unknown</p> <p>Point Persons: Director of Student of Achievement overseeing VAPA; Full-time VAPA Coordinator; Principals</p>	Increase in student enrollment in VAPA courses at middle schools
Action: Hold a Summer Showcase	<p>Create a planning sub-committee from the District Arts Team and District Staff</p> <p>Block the PAC for rehearsals and the showcase event/camp</p> <p>Secure staffing</p> <p>Publish and advertise with VIP incentives (Honor Band)</p>	<p>Budget implications unknown</p> <p>Point person: District Arts Team; Full-time VAPA Coordinator</p>	<p>Number of student participants in a Summer Showcase</p> <p>Participant survey results</p>
Action: Educate parents through various channels and mediums and meetings using visuals	<p>Develop the visuals that can be shown at the beginning of meetings</p> <p>Expand District communication channels to parents</p> <p>Include VAPA questions on annual parent survey</p> <p>Leverage student video production channels</p>	<p>No budget implications</p> <p>Point person: District Arts Team; Full-time VAPA Coordinator</p>	Parent survey results
Action: Increase visibility by performing/exhibiting at Board Meetings, City Showcases, etc. and other public affairs.	<p>Plan and develop schedule for showcasing</p> <p>Practice special performance pieces</p> <p>Arrange transportation and setup</p>	<p>Point person: District Arts Team; Superintendent's secretary; Principal; Full-time VAPA Coordinator</p>	Number of performances
Action: Contact Kaiser Permanente to build a partnership and have a performance venue	<p>Meet with key members of business partnership to expand on opportunities to include VAPA programs and personnel</p>	<p>No budget implications (potential funding source)</p> <p>Point person: Director of Student Achievement overseeing VAPA</p>	Established partnership with Kaiser Permanente

Goals and Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Action: Advertise VAPA as a competitive program and educate stakeholders on the positive attributes of VAPA	Develop materials to promote with  Schedule materials to be distributed during all district opportunities/advertising		Meeting agendas  Marketing materials (brochures, videos)  Increased enrollment in VAPA programs
<b>Goal #2: Sustain and grow funding in the arts</b>			
Action: Assess arts funding in the District and create priority list (with costs) for District Site Leadership Team (DSLTL)/Local Control Accountability Plan (LCAP)	Meet with fiscal and LCAP directors to establish priorities  Create survey to collect needs and wants for expansion of programs  Hire new staffing to cover expansion of programs	Budget Implications unknown  Point Persons: Director of Student of Achievement overseeing VAPA; Full-time VAPA Coordinator; Principals	Document created that lists funding priorities
Action: Research tapping into CTE (Career and Technical Education) and Pathways funding	Meet with CTE officials and partners to find potential areas of collaboration  Develop pathways to implement  Implement pathways and recruit students to fill classes	No budget implications (potential funding source)  Point person: Director of Student Achievement overseeing VAPA	Document created that lists new pathway opportunities.

## Strategic Direction Two, Phase 3: 2021-2023

### Goal 1: Market and educate for high visibility

Action: Expand the education of parents in VAPA at meetings

Action: Continue to advertise VAPA as a competitive program and Educate stakeholders on the positive attributes of VAPA

Action: Expand the Summer Showcase

Action: Expand partnership with Kaiser Permanente

### Goal 2: Sustain and grow funding in the arts

Action: Engage District-wide VAPA Boosters

Action: Seek out funding partnerships (civic, etc.)

Action: Write grants (Foundations)

Action: Secure additional stipends for coaches/experts and provide adequate and appropriate stipends

Strategic Direction #3: Ensure Learning and Growth in the Arts through Equity and Engagement			
Goal #1: Implement relevant and strategic professional development for VAPA teachers			
Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Action: Dialogue and provide requested relevant professional development (PD) for ALL VAPA teachers (not just music).	<p>Continue to offer discipline-specific PD</p> <p>Continue to conduct observations of other districts and take other staff on these exploration excursions</p>	<p>Budget implications unknown for PD presenters</p> <p>Point Persons: Full-Time Arts Facilitator</p>	<p>Expanded list of PD opportunities in the community</p> <p>Number of in-house PD sessions</p> <p>Attendance on excursions</p>
Action: Create opportunities for collaboration with all VAPA teachers	<p>Schedule VAPA meetings for planning and mapping the year to review (once per grading period)</p> <p>Review data</p> <p>Develop platform for shared lessons/curriculum</p> <p>Co-create model lessons in cross-disciplinary teams (Project-Based Learning)</p> <p>Provide time to work with VAPA teachers at other districts/schools</p>	<p>No budget implications unless subs and full day meetings are scheduled</p> <p>Point person: Full-Time Arts Facilitator; Site Principals; Department Heads</p>	<p>Meeting agendas</p> <p>Developed lessons</p> <p>Collected data samples</p>
Action: Research funding for more VAPA Conferences	<p>Create a list of conferences that VAPA teachers would like to attend</p> <p>Create application process for teachers to apply for conference funding</p> <p>Request that conference attendees share resources with colleagues</p>	<p>Budget: Cost of conferences and subs (LCAP/General Funds)</p> <p>Point person: Full-Time Arts Facilitator; Site Principals; Department Heads</p>	<p>List of desired conferences</p> <p>Collection of shared resources from conference attendance</p> <p>Number of VAPA teachers attending conferences</p>

Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #2: Increase opportunities for VAPA integration</b>			
Action: Continue to implement VAPA into core classes	Take the learnings from the pilot sites and expand to all sites	No budget implications unless instruction happens during a prep period  Point Person: Full-Time Arts Facilitator; Site Principals; Department Heads	Number of school sites integrating the arts into core classes
Action: Develop VAPA instruction for core teachers to implement	Expand VAPA content in digital platform (lessons, resources, etc.)  Align content with new VAPA Standards  Hold VAPA lead workshops for core teachers	Budget unknown for training; purchase of curriculum; pay and reimbursement for conference attendance  Point Person: Full-Time Arts Facilitator; Site Principals; Department Heads	Repository of VAPA lessons and resources
<b>Goal #3: Provide access to professional artists and organizations</b>			
Action: Expand field trips to arts destinations for all schools and have artists come to BPUSD schools.	Expand the list of field trip opportunities  Create a list of Community Arts Providers  Reach out to VAPA Alumni as speakers, presenters, etc.	Point Person: Full-Time Arts Facilitator; Site Principals; Department Heads	Number of field trips  List of Community Arts Partners
Action: Develop a Tech Pathway	Articulate with local colleges/universities  Increase publicity and enrollment in Arts/Tech Pathways  Research data collection channels on college completion (consider tracking VAPA cohort)	Point Person: Full-Time Arts Facilitator; District Director overseeing VAPA	Student enrollment lists



Actions	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal #4: Increase opportunities for VAPA instruction in all five arts disciplines</b>			
Action: Implement dance offerings through Physical Education (PE) at all secondary schools and introduce in elementary school	Offer PD for elementary PE teachers to teach one lesson/unit in dance  Survey students for determining dance as an elective  Research other districts models for VAPA schedules  Research and implement how to implement dance instruction  Establish number of desired minutes of dance instruction  Coordinate PE and Theater departments in identifying students interested in dance/choreography	Budget implications unknown  Point Person: Full-Time Arts Facilitator: District Director overseeing VAPA	Number of students getting dance instruction
Action: Explore alternate school day schedules for Secondary Schools to accommodate multiple electives	Create list of possible school schedules  Create a sub-committee to review and consider school schedules  Review data  Conduct site visit(s) at other schools to observe scheduling models	No budget implications  Point Person: Full-Time Arts Facilitator: District Director overseeing VAPA, Fiscal Services, Site Principals and Asst. Superintendent of Student Achievement	Number of students getting access to multiple electives and opportunities for multiple disciplines.

### Strategic Direction Three, Phase 3: 2021-2023

#### Goal 1: Implement relevant and strategic professional development for VAPA teachers

Action: All actions in Phase 2 will continue in Phase 3

#### Goal 2: Increase opportunities for VAPA integration

Action: All actions in Phase 2 will continue in Phase 3

#### Goal 3: Provide access to professional artists and organizations

Action: Expand Field Trips and Community Arts Partnerships

#### Goal 4: Increase opportunities for VAPA instruction in all five arts disciplines

Action: Run community theater/music programs

Action: Expand dance instruction in elementary and secondary in the school day and after school

Action: Expand media arts offerings

## Appendix

**Practical Vision for Arts Education** - On March 21, 2018, The District Arts Team of Baldwin Park Unified School District, as well as a group of District Music Teachers on March 20, 2018 were asked – “If all things were possible, what would we want to see in our District in five years in arts education?” They created this over-arching statement for their vision:  
*“All Stakeholders thrive in a vibrant, district-wide Visual and Performing Arts Culture.”*

Dedicated and Effective VAPA Spaces	Ample, Qualified Personnel for Arts Coordination and Instruction	Impactful and Meaningful Celebration of the Arts	Supportive and Sustainable Funding	Cross-Curricular Creative Integration	Engaged and Committed Community Collaboration	Established, High-Quality, Sought-After Arts Programming	Relevant and Meaningful VAPA Professional Development
VAPA Media Center	VAPA Coordinator	District Arts Showcase	Funding to Support the Program Basics	Curriculum K-12 (using/learning Music, Drama, etc.)	Work with the City	Summer Arts Musical	Time to look at what works well in other schools
Dedicated VAPA Space	Full-Time VAPA Director	Spotlight the Heroes (Students/Staff)	Transportation Funding	Cross Curricular Integration	Local Partnerships	International Baccalaureate Arts School	Professional Development for all VAPA Instructors
Tech infused spaces	Extra time/help for clerical work	Digitization of VAPA Spotlight	Stipends that support personnel	Students all have (at least) experience in 1 Arts discipline	Parent Support (to better understand program and commitment)		Collaboration with Arts and Media
	More administrative support	Community and District Festival (open to outside districts)	Appropriate facilities and funding for all	VAPA incorporated into the Core and vice versa			Community sees the Arts as a draw
	More teachers (choir, theatre, music, etc.)		Increased funding	STEM from within the Arts!			
	Easier steps/process for field trips and events		More Access to facilities and equipment	Creative Dramatics (arts integration to core subjects) throughout elementary and middle school			
				Vertical alignment			

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Baldwin Park Unified School District Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The District Arts Team developed the following strategic directions, goal areas, and actions to support implementation. Note: VAPA denotes Visual and Performing Arts.

### 1. Ensure a Quality Foundation Built on Dedicated Personnel and Resources

#### Goal 1: Provide Dedicated and Effective VAPA Spaces and Resources

##### Actions:

- a. Develop procedures for working with the Performing Arts Center
- b. Provide adequate funds for materials and equipment
- c. Allow for more time in performing spaces and increase the number of performing spaces
- d. Use the Performing Arts Center as a tech lab
- e. Survey the technology needs of VAPA staff and programs

#### Goal 2: Ensure Ample, Qualified Personnel for Arts Coordination and Instruction

##### Actions:

- a. Take VAPA teachers out of sub rotation during productions
- b. Support VAPA teachers with spotlights, luncheons, pull-out time, etc.
- c. Create enough positions to ensure access to arts
- d. Eliminate extra duty hours for VAPA teachers
- e. Hire a VAPA Coordinator (TOSA/Director)
- f. Create a full-time VAPA leadership position

### 2. Ensure Sustainability Through Dedicated Funding and High Visibility

#### Goal 1: Market and Educate for High Visibility

##### Actions:

- a. Market VAPA Program
- b. Include the Arts in District-wide public affairs
- c. Create a PowerPoint/graphic representation of the current VAPA reality
- d. Spotlight the dedication and talent of staff and students
- e. Hold a Summer showcase
- f. Develop and alumni list
- g. Educate stakeholders on the positive attributes of VAPA
- h. Get our finished project to the lower grades and Cabinet
- i. Educate parents at meetings using visuals
- j. Contact Kaiser to build a partnership and have a performance venue
- k. Advertise VAPA as a competitive program
- l. Be more visible by performing/exhibiting at Board Meetings, City Showcases, etc.

#### Goal 2: Sustain and Grow Funding in the Arts

##### Actions:

- a. Engage District-wide VAPA Boosters
- b. Seek out funding partnerships (civic, etc.)

- c. Create priority list (with costs) for DSLT/LCAP
- d. Assess arts funding in the District
- e. Write grants (Foundations)
- f. Educate and encourage funding to be spent on VAPA
- g. Provide adequate and appropriate stipends
- h. Secure additional stipends for coaches/experts
- i. Research tapping into CTE (Career and Technical Education) and Pathways funding

**3. Ensure Learning and Growth in the Arts through Equity and Engagement**

**Goal 1: Implement Relevant and Strategic Professional Development for VAPA Teachers**

**Actions:**

- a. Provide VAPA development
- b. Allow VAPA teachers to choose professional development
- c. Create opportunities for collaboration across VAPA teachers
- d. Dialogue with all VAPA teachers for PD needs
- e. Plan for 2018-2019 professional development days for VAPA teachers
- f. Schedule meetings with all VAPA teachers together
- g. Provide time to work with VAPA teachers at other schools
- h. Research funding for VAPA Conferences

**Goal 2: Increase Opportunities for VAPA Integration**

**Actions:**

- a. Develop VAPA instruction for core teachers to implement
- b. Hold VAPA lead workshops for core teachers

**Goal 3: Provide Access to Professional Artists and Organizations**

**Actions:**

- a. Create an Arts Club/Go Hollywood Club (Make use of Los Angeles scene)
- b. Invite guest artists
- c. Conduct field trips to arts destinations
- d. Develop a Tech Pathway
- e. Articulate with colleges

**Goal 4: Increase opportunities for VAPA Instruction in all Five Arts Disciplines**

**Actions:**

- a. Offer classes/time to work with elementary students (Creative Dramatics/Produce Show)
- b. Run community theater/music programs
- c. Explore Zero Period for competing programs
- d. Survey students for determining dance as an elective
- e. Research how to implement dance instruction
- f. Research other districts models for VAPA schedules

**Members of the District Arts Team**

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