

Glendora Unified Five-Year Strategic Arts Education Plan



Mission Statement

The Glendora Unified School District equips our students with knowledge, skills, and character to succeed in college, career, and life in an ever-changing global society.

Belief Statements

1. Students are our greatest priority.
2. All people have the right to a safe, nurturing, and secure environment.
3. All people deserve a quality education.
4. Successful education is the shared responsibility of the parents, students, educators and community.
5. Challenges that lead to successful experiences build feelings of confidence and self-worth.
6. Education is a foundation for individual freedom, responsibility, justice and democracy.
7. Education empowers students to meet the challenges of our ever-changing world.

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5-Year Strategic Arts Plan Overview

In the fall of 2019, Glendora Unified School District (Glendora or District) became a member of the Los Angeles County Arts Ed Collective and began the process of developing a 5-year Arts Strategic Plan that is aligned with the District’s mission and beliefs. In partnership with a coach (Jill Newman) from the Los Angeles County Arts Ed Collective, the District organized a District Arts Team (DAT) with representation from a variety of Visual and Performing Arts (VAPA) teachers, principals, supervisors, program specialists, community members, students, and a Education Board Member. The DAT met in 2020 on January 30 in person, and virtually on November 18, December 2, and December 9 to provide their valuable input towards the development of this Arts Strategic Plan. The team will meet again to finalize Phase II and III action planning, and then present the plan to the Education Board on January 2021 for approval.

The Arts Strategic Plan builds upon the District’s mission and overarching seven belief statements, as well as their commitment to social and emotional learning, incorporating goals determined with the Arts Ed Collective during Summer 2019 at ScaleUp, with a focus on developing equity and inclusion district-wide.

Through the planning process three key **STRATEGIC DIRECTIONS** emerged:

- 1. Creating Equity through Funding, Coordination, and Advocacy
- 2. Strengthening Curriculum through Professional Development and Vertical Articulation via Collaboration
- 3. Developing Students' Identity as Artists through Robust and Relevant VAPA TK-12 Experience and Education

The District recognizes that the VAPA are a required course of study according to California Education Code 51210 and 51220 and will work towards ensuring that all students have equitable access to high-quality, sequential, standards-based instruction in the Visual and Performing Arts in order to positively impact their educational experience and develop their creative potential.

Glendora Unified District Arts Team Members

Becky Summers,	Director of Curriculum and Instruction
Rebecca Valbuena	TOSA , Team Lead
Indu Alfandalor,	SPED
Janette El Rai,	Middle School Teacher
Preti Patel,	Glendora Ed Foundation
Robin Merkley,	Board of Education
Cheryl Bonner,	Principal
Chris Borgan	High School Teacher
Samantha Urbina,	Music & Arts community business
Amanda Flach,	Parent
Tiana Chamsi,	Alumni
Leah Croft,	Alumni
Lea Emanuelli,	Alumni
Janice Ahrens,	Early Childhood
Shannon Lancaster,	Community business
Erin Weaver,	Program Director, M.A. in Art Education

Los Angeles County Department of Arts and Culture

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the mission of ensuring that LA County's 1.5 million public school students receive a quality and well-rounded arts education by expanding teaching and learning, and by building political and public will.

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. <https://www.lacountyartsedcollective.org/>

Our collective impact approach addresses complex challenges by coordinating the efforts of diverse stakeholders around our common goal. Collective partners stimulate cross-sector dialogue that leads to well informed, field-driven strategies for promoting system-wide progress on advancing arts education. Arts Ed Collective staff and coaches work with school districts to build infrastructure to increase quality, quantity and equity of the arts instruction in schools.

California Declaration of All Students Rights to Equity in Arts Learning

Los Angeles County is the largest and most diverse county in the Country. To further the County's commitment to arts, culture, and diversity, today the Board of Supervisors passed a motion, co-authored by arts advocates Supervisors Sheila Kuehl and Hilda L. Solis, to become the first municipality in California to adopt and establish the State of California's Declaration of Rights of All Students to Equity in Arts Learning.

The Declaration of Rights of All Students to Equity in Arts Learning was drafted by California's statewide arts education coalition, known as CREATE CA, and outlines the rights of all students to a high-quality arts education regardless of race, culture, language, religion, national origin, place of residence, socioeconomic, or legal status. Today's motion makes these rights applicable to the County, which includes every student's right to arts learning, arts participation, and arts educators. The full Declaration can be read at <http://www.createca.net>

Glendora VAPA Vision:

Through this strategic arts planning process, the Community Arts Team established vision points for arts engagement in the district over the next five years. By 2025, Glendora VAPA programs will encompass:

- Authentically Engaged Students
- Arts Integration PD (K-12)
- Qualified Specialized VAPA Teachers
- Dedicated and Discrete Elementary VAPA
- Inclusive Multi-faceted VAPA Program
- Enthusiastic, Involved Parents and Community
- High Quality Facilities and Equipment
- Dedicated Funding Stream

Glendora Current Reality:

The District Arts Team 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 VAPA Current Reality for the district:

STRENGTHS: *(prioritized list)*

1. GEF funding support
2. Talented and highly qualified art teachers
3. LCAP has VAPA program in it
4. Student and teacher connections in visual arts and performing arts
5. Community support for the arts
6. Student motivation
7. Access to community resources, artists, musicians, etc.
8. Articulated music program
9. Meeting with this committee

Glendora Current Reality: *(continued)*

CHALLENGES: (prioritized list)

1. VAPA needs to be understood and respected as Core Curriculum.
2. Need for annual GUSD budgeting input for VAPA including faculty / staff / admin
3. Need professional development for teachers on VAPA and integration of VAPA with other content areas.
4. VAPA needs to be understood as essential to SEL
5. Teacher buy-in maybe due to art specific training.
6. More arts education at the elementary level is needed.
7. Need for k-12 vertical alignment in Visual Arts.
8. Academics may be more of a priority for some families.
9. Need resource equity across schools.
10. VAPA is not a priority among some teachers.
11. GEF money should be used in visual arts as well as performing arts.
12. The arts are not valued in all areas.
13. Need for additional staff.
14. Student apprehension to explore the arts.

Strategic Directions

The Glendora Unified District Arts Team reflected on creative and innovative actions to address their challenges and move toward their vision. As a result, the following strategic directions and goal areas were developed to support implementation. They were evaluated by utilizing the equation Quality Education = Content + Infrastructure + Sustainability.

STRATEGIC DIRECTION 1

Create Equity through Funding, Coordination, and Advocacy

Goal 1

Expand and Develop Professional Learning

Goal 2

Foster Social and Emotional Learning through the Arts

Goal 3

Design Arts Curriculum for Equity

STRATEGIC DIRECTION 2

Strengthen Curriculum through Professional Development and Vertical Articulation via Collaboration

Goal 1

Establish Digital and Collaborative Communication

Goal 2

Extend VAPA Opportunities for Students and Teachers

Goal 3

Research and Leverage Best VAPA Practices

STRATEGIC DIRECTION 3

Develop Students' Identity as Artists through Robust and Relevant VAPA TK-12 Experience and Education

Goal 1

Build a Sustainable VAPA System

Goal 2

Develop Flexible Staffing Models

Goal 3

Create Resource Parity

PHASE I IMPLEMENTATION PLAN 2021-2021

Strategic Direction 1: Creating Equity through Funding, Coordination, and Advocacy

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Developing VAPA Systems of Coordination and Support	Establish VAPA Advocacy Group	<ol style="list-style-type: none"> 1. Set calendar for meetings/ frequency 2. Set Agenda Items 3. Conduct monthly meetings 4. Generate buy-in through meetings 	Executive Director of Curriculum and Instruction / Substitute / General Fund	Productive Advocacy Group in Place and Meeting Regularly
Funding Art for All Students	Advocate for Dedicated Funding stream written into LCAP	<ol style="list-style-type: none"> 1. Get one member or more of this team on LCAP team to serve as arts advocate 2. Compile data/ research that shows arts education promotes equity 	Assistant Superintendent / Executive Director of Curriculum and Instruction	Seeing Arts represented in LCAP
Funding Art for All Students	Find funding to support salaries and materials	<ol style="list-style-type: none"> 1. Find additional funding streams 2. Write grants 	Advocacy Team / Consultant / Advancement Grant	Increased Funding for Arts
Advance VAPA Advocacy	Provide parents education for advocacy	<ol style="list-style-type: none"> 1. Conduct 1 parent education around VAPA for 2021/2022 (12 minute video/ virtual meeting/workshop), ideally semester 1 2. Parent gathers children to make video of them showing and talking about their work-- highlighting that the arts builds confidence and supports different modalities of learning 	Advocacy Team / Consultant / Advancement Grant	Parents have access to education on importance of VAPA with increased buy-in and support

PHASE I IMPLEMENTATION PLAN 2021-2022

Strategic Direction 2: Strengthening Curriculum through Professional Development and Vertical Articulation via Collaboration

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Providing Arts Integration PD and Inspiration	Develop a 5 year professional development plan to include coaching, facilitation, and implementation component	<ol style="list-style-type: none"> 1. Establish a budget 2. Write a plan / timeline 3. Create buy-in (all stake holders) 4. Begin professional development / collaboration opportunities 5. Mentor grade level lesson study / reflection model 6. Gradual release into full lesson study culture 	Consultant / Advancement Grant	A collaborative, mentor-based, lesson study oriented Professional Development program is established
Providing Teachers Meaningful PD, Planning, and Collaboration Time	Utilize art grant for PD and coaching in arts integration	<ol style="list-style-type: none"> 1. Determine specific arts integration PD and coaching priorities 2. Establish a budget and matching fund source 3. Write a plan / timeline 4. Create buy-in (all stake holders) 5. Write and submit Advancement Grant 	Consultant / Advancement Grant	Advancement Grant is submitted by March 10

PHASE I IMPLEMENTATION PLAN 2021-2022

Strategic Direction 3: Developing Students' Identity as Artists through Robust and Relevant VAPA TK-12 Experience and Education

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Providing students multi-tiered access to VAPA graduates and professionals	Procure professional input and collaboration form outside organization	<ol style="list-style-type: none"> 1. Establishing connections with art organizations 2. Determine role of organization and opportunities for learning and collaboration 3. Determine student participation 4. Begin program 5. Evaluate and refine 	Glendora HS Art Department	HS Students are engaged in VAPA learning through programming with outside organizations
Providing students multi-tiered access to VAPA graduates and professionals	Create VAPA field trip opportunities	<ol style="list-style-type: none"> 1. VAPA team reps address PTA in presentation (SOON) and show them where they might fit in to fund field trips, assemblies, and parent education -- with focus and equity 2. Tie-in with Reflections theme contest for involvement with PTA - use this as the launch 3. Use Reflections theme to tie civic study to the arts 4. Invite one PTA member from each elementary school to observe summer academy for one day 5. create a PTA liaison from a strong PTA to develop a PTA council to create collaboration and parity between PTAs and train those on council in effective parent VAPA volunteer efforts 		

Strategic Direction I: Create Equity through Funding, Coordination and Advocacy
PHASE II: 2021- 2023

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Fund Art for All Students	Find funding to support salaries and materials	1. Explore the financial feasibility of hiring dedicated VAPA teachers TK-5	Assistant Superintendant of HR with Executive Cabinet/ 1 hire (oversee program and provide Arts Integration PD)	Determination is made on new VAPA hire
Fund Art for All Students	Create VAPA program equity among schools by sharing staff / resources / funding stream	1. Build a sustainable curriculum model based on tiers of funding available (starting with video, moving towards in person) 2. Dedicated VAPA teachers will also be tasked to write grants annually 3. Sustain LCAP group participation via team member	Advocacy Team	Increased funding for VAPA
Develop VAPA Systems of Coordination and Support	Develop Systems of Coordination	1. Develop curriculum, systems of accountability and assessment and rubrics through common tasks/scoring opportunities. 2. Create systems of Accountability for Teachers 3. Explore funding for a VAPA teacher lead	Executive Director of Curriculum and Instruction	Measurable VAPA outcomes are tracked
Advance VAPA Advocacy	Advocacy Research Provided to Board	1. Continue to represent VAPA on LCAP team by also presenting research as it affects LCAP populations 2. Present VAPA Update and Research to the Board Annually 3. Continue to include VAPA coverage in Glendora Gazette	Director of Communications	VAPA is present in LCAP, Board presentations and in Glendora Gazette
Advancing VAPA Advocacy	Advocacy Research provided to Superintendent, Board, and parents to create buy-in.	1. Board presentation of student artwork as example of what can be done 2. Include VAPA coverage in Glendora Gazette 3. Update Board on Advocacy Group goals and accomplishments	Director of Communications	VAPA student work is presented to Supt., Board, and parents, and show cased in Glendora Gazette
Developing VAPA Systems of Coordination and Support	Develop VAPA Advocacy Group	1. Recruit additional members 2. Visit San Gabriel as study team	Executive Director of Curriculum and Instruction / Substitute / General Fund	Productive Advocacy Group in Place and Meeting Regularly

Strategic Direction 2: Strengthen Curriculum through Professional Development and Vertical Articulation via Collaboration
PHASE II: 2021- 2023

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Provide Arts Integration PD & Inspiration	Create inspiring Arts Integration PD for teachers	<ol style="list-style-type: none"> 1. Develop a specific PD timeline/plan 2. Create buy-in for admin and teachers 3. Survey teachers for interest and arrange site visit 4. Utilize early out days for VAPA PD 5. Budget incentive for attendance 6. Provide variety of opportunities (days/times) for initial introduction 7. Invite select teachers to do a site visit to San Gabriel USD 	Consultant / Advancement Grant	Arts integration PD is rolled out
Develop vertical articulation through collaboration	Create additional TK-12 articulation meetings	<ol style="list-style-type: none"> 1. Calendaring with district 2. Build solid articulation team (cross section of admin & teachers across schools 3. Pitch the need for increased articulation meetings TK-12 	Executive Director of Curriculum and Instruction/ Substitute Funding	VAPA Articulation is expanded
Provide Teachers Meaningful PD, Planning, and Collaboration Time	Rotate Arts instruction weekly to provide PD/planning time for teaching staff	<ol style="list-style-type: none"> 1. Specify this role within budget 2. Hire/appoint someone to coordinate calendar and develop relevant, effective PD sessions 	Executive Director of Curriculum and Instruction / Title II PD funds	PD and planning time is provided for teaching staff

Strategic Direction 3: Develop Students' Identity as Artists through Robust and Relevant VAPA Experience and Education TK-12
PHASE II: 2021- 2023

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Provide Multi-tiered access to VAPA graduates and professionals	Establish an initial pool of volunteers and progress towards a formal alliance with arts organizations for scheduled events	<ol style="list-style-type: none"> 1. Reach to arts organizations to develop collaboration opportunities (ie. California Art Club) 2. Integrating professional artists into instruction/PD/ and on campus events 3. Articulate with Citrus College and other university/college arts programs 	Glendora HS Art Department	Collaboration and program development with local arts organizations and schools is established
Expand VAPA Student learning opportunities beyond classroom	Create a cross-curricular opportunity between MS classes to take a full-day field trip that applies to multiple courses (ie. STEAM)	<ol style="list-style-type: none"> 1. Collaborate with middle school instructors to develop framework for cross-curricular endeavors (with the wheel/3 times per year) 	Glendora MS Art Department/ LCAP funding for Field Trip	MS students take field trip to enhance VAPA learning in relation to other course work
Create opportunities for students to present themselves as professionals	Create multi-step VAPA student experience with a focus on professional level presentation and documentation	<ol style="list-style-type: none"> 1. Create professional gallery presentation and performance opportunities for students 2. Create student business cards 3. Guide students in creating artist statements 4. Create portfolio of work (visual, performance reels, etc 	Glendora HS Art Department / Artist in Residence Grants	Students participate in professional-level presentation of their work
Expanding VAPA Student Learning Opportunities Beyond Classroom	Increase student learning through access to professional and collegiate level artists	<ol style="list-style-type: none"> 1. Research and invite art professionals to career day 2. Holding the annual art fair with guest artists 3. Promote local college art shows in our school announcements 	Glendora HS Art Department/ Glendora MS Art Department	Students learn from professional artists through career day, art fire and local art exhibitions
Expanding VAPA Student Learning Opportunities Beyond Classroom	Art teachers provide guest experiences in virtual art classes in MS/HS	<ol style="list-style-type: none"> 1. Research and invite art professionals as guests 	Glendora HS Art Department/ Glendora MS Art Department	Visiting Artists are guests in virtual MS/HS classes

Strategic Direction I: Create Equity through Funding, Coordination and Advocacy
PHASE III: 2023- 2025

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Fund Art for All Students	Solidify site-funding for VAPA	1. Evaluate all funds for sustainability	Assistant Supt of Business Services & Rebecca Summers	VAPA funding is established
Fund Art for All Students	Create equitable VAPA programming that is advertised and prioritized	1. Evaluate all VAPA programs for equity 2. Prioritize within VAPA programs to ensure equity 3. Advertise VAPA opportunities to students	Advocacy Team	Increased VAPA opportunities are available to all students
Develop VAPA Systems of Coordination and Support	Generate Principal Buy-In and Support District-Wide	1. Continue to involve principals at all levels in discussions in the arts	Advocacy Team	Measurable increase in principals' participation in VAPA discourse and programming

Strategic Direction 2: Strengthen Curriculum through Professional Development and Vertical Articulation via Collaboration
PHASE III: 2023- 2025

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Provide Arts Integration PD & Inspiration	Make VAPA an integral part of each school day and school/district culture	<ol style="list-style-type: none"> 1. conduct fully operational lesson study in VAPA at each school site 2. Allocate time & funds for PD 3. Seek grants for continued funding 	Consultant / Advancement Grant	Arts Integration PD is increased and established utilizing lesson study model
Develop vertical articulation through collaboration	Create/expand vertical articulation team and scope of work	<ol style="list-style-type: none"> 1. expand articulation leadership team to include one person from each school 2. MS & HS art teachers train elementary teachers 3. Create & secure a team of secondary teachers to guide elementary teachers 	Consultant (gradual release model) / Advancement Grant	Vertical articulation team is established and operating
Provide Teachers Meaningful PD, Planning, and Collaboration Time	Create district-wide PD focused on successful pedagogy	<ol style="list-style-type: none"> 1. Prioritize PD 2. Calendar PD 3. Organize PD; teachers share practical application of best practices with each other 	Executive Director of Curriculum and Instruction	Collaborative, pedagogy-focused PD is established and operating

Strategic Direction 3: Develop Students' Identity as Artists through Robust and Relevant VAPA Experience and Education TK-12
PHASE III: 2023- 2025

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Provide Multi-tiered access to VAPA graduates and professionals	Formalizing alliance with arts organizations and professional artists; carrying out scheduled events	<ol style="list-style-type: none"> 1. Reach to arts organizations to develop collaboration opportunities (ie. California Art Club) 2. Integrating professional artists into instruction/PD/ and on campus events 3. Articulate with Citrus College and other university/college arts program (ongoing) 	Glendora HS Art Department	Alliance with arts organizations, schools, and professional artists is established with increased HS educational programming

Appendix Directory

Practical Vision _____ Pages 17

Strengths, Gaps, and Opportunities _____ Page 18 - 20

Strategic Directions _____ Page 21

“If all things were possible, what would we want to see in our District in five years in arts education?”

Authentically Engaged Students	Arts Integration PD (K-12)	Qualified Specialized VAPA Teachers	Dedicated and Discrete Elementary VAPA	Inclusive Multi-faceted VAPA Program	Enthusiastic and Involved Community and Parents	High Quality Facilities and Equipment	Dedicated Funding Stream
Student engagement	Elementary teachers trained in art as part of professional development	Trained art teachers at all levels	Art taught to every elementary student	Opportunities for all arts K-12 curriculum	Community and professional artists regularly involved	Materials of high caliber for K-12 instruction	Fund \$ (specified budgeting)
Student created murals in all school spaces	All teachers trained in integrated arts processes	Subject specific teachers	Dedicated, protected arts education time in grades TK-3	Art classes available with local colleges through dual enrollment	Parent involvement	Proper equipment for a high quality program	
Use fine arts in multiple subjects to expand learning (Arts Integration)	Professional development in the arts for K-12 (integration)		All elementary students get art, dance, music, and theater weekly	Art History elective in middle school	Expand Visual/ performing art scholarships available for graduating students	Designated creative space	
Curriculum for arts use in everyday life	Process over product		Intentional elementary visual arts lessons with art techniques	Expand P.E. to include dance and movement	Art based/ SEL convocation speaker	Makerspace area in each school	
Artistic kids are cool and valued	Training teachers			A robust theatre program K-12	Exposure to professionals in fine arts		
Students excited about community				Inclusion of elementary dance	Annual art shows		
Student perform /exhibit art during lunch				Growth of programs through 5 years			
Annual arts showcase event				Exploring different mediums in art			
				Exposure to higher levels of the arts			

The district participated assessed the current status of arts programming across the district. The DAT team worked in specialized groups to review what VAPA curriculum and support is known to exist at , with a focus on capturing current strengths, gaps, and opportunities. The findings are summarized below:

Community and Financial Support		
STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none">• PTA is strong at all schools (also \$ support)• GEF supports arts (also \$ support)• community seemingly supports all of the arts• local library is supportive• Several art, dance, performing arts studios, music stores with lessons in town• community dance, music and art programs through parks & rec• chalk festival• holiday stroll with performers• band/Vocal Boosters support HS financially• talent shows/plays	<ul style="list-style-type: none">• visual arts (as opposed to crafts) in elementary schools• time and prioritizing the arts in elementary school• integrated art in other content areas in middle/high school• professional development for teachers in VAPA• dance and theater across the board• access for all students, not just those signed up for art class• including VAPA in asynchronous learning during DL time• VAPA projects during DL	<ul style="list-style-type: none">• utilizing community resources to include VAPA distance learning during/after school hours• structured professional development plan that focuses on teacher collaboration• incorporate Citrus College or APU for learning opportunities/internships• performers coming in for exposure in the form of performances or assemblies• cross curricular inclusion• possible funding in grants

Dance and Theatre		
STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> • Sutherland Drama Club - after school program • Cullen International Dance Festival • MS Show Choir • HS Theater Arts elective, Pageantry and Show Choir 	<ul style="list-style-type: none"> • no sequential dance or theater program K-12 • limited MS theater • no discrete dance program 	<ul style="list-style-type: none"> • build on what works - model elementary programs after Sutherland and Cullen's programs, elementary music • opportunity in developing programs from scratch • funding - LCAP • comprehensive VAPA program may draw students from other districts
Music		
STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> • Ross festival • elementary/MS/HS music programs • band/orchestra • choir • marching band • All-school sing • talent shows • marching band is incredible 	<ul style="list-style-type: none"> • early elementary formal music exposure (k-2) • more performance opportunities to showcase musical programs • instrument availability 	<ul style="list-style-type: none"> • community/parent involvement - family sing-along, • guest musicians/teachers • musical guests /concerts for musical exposure to different types of music at special events

Visual and Media Arts		
STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none">• specific courses of instruction have been established at the high school level• teachers throughout the district connect meaningfully with students and each other• administration and parents are supportive of teachers at a site level• we have a district arts team working on a plan!• in high school there is a course of instruction taught by a specialist in area-- teachers work with the student throughout their education	<ul style="list-style-type: none">• there is a need for vertical alignment k-12• need for teachers at different schools to connect in meaningful ways• not enough art supplies for students during virtual learning• traditional art does not have secure funding• need for more communication between teachers at different sites	<ul style="list-style-type: none">• Potentially aligning ourselves with supplemental arts organizations moving forward• determine more funding streams for disciplines outside of music• create opportunities for commitment to various disciplines at younger grades• create opportunities for VAPA teachers to connect based on discipline between schools/grade levels• get drawing and painting at HS into the district art show

Strategic Directions

Fund Art for All Students

- create VAPA program equity among schools by sharing staff / resources / funding stream
- model parent funding support after Band
- get Dedicated Funding stream written into LCAP for equity
- find lots and lots of funding to support salaries and materials
- funding- find outside sources for sake of equity (between schools and between arts) and strength of program
- equitable ARTS programming advertised and prioritized for entire District
- solidify site-funding for VAPA

Develop VAPA Systems of Coordination and Support

- develop systems of coordination between school sites
- develop Advocacy Group to ensure VAPA has support
- generate Principal VAPA buy-in and Support district-wide

Advance VAPA Advocacy

- parent education on importance of VAPA
- maintain a perpetual vision group for VAPA
- advocacy research provided to superintendent and board to create buy-in
- arts Integration curriculum prioritized (by teachers and district)

Create Equity through Funding, Coordination and Advocacy

Provide Arts Integration PD and Inspiration

- teachers use creative techniques in lesson planning so that all students have access to content
- create opportunities for inspiring learning art integration for non-VAPA teachers
- utilize art grant for PD and coaching in arts integration
- 3-year plan for training teachers on arts integration
- themed workshops (mental, SE health) * ask Melissa Germann
- encouraging art as thinking (process as thought) across subjects

Develop Vertical Articulation Through Collaboration

- Increased K-12 Articulation meetings
- Have MS and HS participate in vertical articulation with Elementary School
- VAPA alignment team meets several times a year

Provide Teachers Meaningful PD, Planning, and Collaboration Time

- provide relevant, effective professional development
- rotating ARTS weekly providing PD/Planning time for teaching staff

Strengthen Curriculum through Professional Development and Vertical Articulation via Collaboration

Expand VAPA Student Learning Opportunities Beyond Classroom

- hold conferences (like STEAM) to promote the Arts
- create Career days with VAPA focus
- develop workshops & before/after/summer school art programs
- create opportunity for VAPA in the Community
- find and create funding/ apprenticeship/ mentorship/ career training through community partners

Provide Students Multi-tiered Access to VAPA Graduates and Professionals

- art professionals/schools visiting students
- college art students teach art curriculum at elementary level
- create opportunities to see successful alumni artists
- get professional input from outside organizations (California Art Club / NASA / JPL images as source)

Develop VAPA Student Showcase Opportunities District-wide

- all disciplines request art projects annual art show
- show relevant Art that's achievable
- visibility driven by success: District Annual VAPA Showcase & Fundraiser

Deliver Robust VAPA Education in Elementary

- hire a dedicated elementary school art teacher
- hire K-5 Visual Art specialists (to start)
- fill VAPA gap in grades TK-3
- model VAPA programs after Music Pathways
- ARTS credentialed traveling teachers rotating weekly
- dedicated elementary visual arts teacher
- discrete art class in elementary - supports teachers, normalizes art ed
- dance in grades Tk- 3 (gen ed/ arts integration) grades 4 & 5 PE
- develop all disciplines beyond music in grades 4 & 5
- deliver VAPA integration through all Elementary grades (to pave way for dedicated specialists)

Develop Students' Identity as Artists through Robust and Relevant VAPA Experience and Education TK-12