



**Hughes Elizabeth Lakes Union School District
Strategic Visual and Performing Arts Plan
2018-2023**

Arts Ed Collective Coach: Adela Vangelisti

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Hughes Elizabeth Lakes Union School District

Hughes Elizabeth Lakes Union Elementary School District (HELUS) is a rural K-8 one school district, nestled in the hills of the Los Angeles Forest in Northern Los Angeles County. The district serves 200 students from the mountain communities of Lake Hughes, Elizabeth Lake, Green Valley, and Pine Canyon. The Elizabeth Lake School District was formed in 1874; the Lake Hughes School District was formed in 1899. The two districts formed a union in 1950. Hughes-Elizabeth Lakes also serves students for neighboring communities in the Antelope Valley. HELUS is a District of Choice where any parent in Los Angeles and Kern Counties can choose to register their children during enrollment. The District offers in-school intervention to support their core instructional program. Teachers and staff collaborate to improve their practice in order to continue to improve and serve the students. Parents and community members are an important part of the school culture and community. Hughes Elizabeth Lake Union School District has an active PTA and dedicated volunteers who support the students and school. HELUS is a wonderful school to learn, work, and grow.

VISION

Provide an excellent education in an atmosphere that supports students as they develop into outstanding members of the community.

MISSION

Enable students to reach the highest levels of achievement, through a total commitment to the ongoing success of each student and open and honest communication within the school community.

SUPERINTENDENT’S LORI SLAVEN MESSAGE

HELUS is a Professional Learning Community in which students and adults are learning and striving to be the best we can be. We have an experienced and highly qualified teaching staff that has implemented the Common Core State Standards coupled with best teaching practices to engage students in thought-provoking lessons. Working together we accelerate student achievement, increase student attendance, build relationships with parents and the community, and reach our goals!

Los Angeles County Commission – Arts Ed Collective

The Los Angeles County Arts Education Collective is dedicated to making the arts core in K-12 public education

In 2002, the Los Angeles County Board of Supervisors established the *Arts Ed 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**

The development of the strategic plan for arts education is a partnership between the Los Angeles County *Arts Education Collective* and the Hughes Elizabeth Lakes Union School District.

Executive Summary

Practical Vision Goals

In 2017 HELUS Arts Council embarked upon developing a five-year strategic plan for the arts. Through a consensus building process, the following vision elements were created

1. Appropriate Professional Development (PD) that includes discreet and integrated VAPA practices
2. Equitable exposure to the arts for all students
3. Partnerships (between teachers and arts specialists) that enhance the arts integration curriculum
4. Provide innovative and cutting edge arts programs for all students
5. Showcase student arts achievements
6. Create an engaging and positive school culture
7. Procure sustainable funds and resources for arts programs
8. Create community involvement and support

Current Reality – Strengths, Challenges and Opportunities

The Hughes Elizabeth Lakes Union School District Arts Council 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. Asterisks indicate prioritized actions and most challenging issues.

Strengths <i>Momentum Towards Vision</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> • Desire and willingness to be equitable and offer access to the arts to all*** • The arts are highly valued by both parents and students*** • In the process (2017-18) of developing arts strategic plan** • Yearly talent show as part of the winter program** • Leveraging community resources • Available technology for students (two computer labs, robotics instruction, iPads for junior high students, and opportunities to participate in the creation of the year book) • In-Kind after school programming • Local Arts Guild Competition (as a teaching tool and means to engage and collaborate with other school districts) 	<ul style="list-style-type: none"> • Need for an arts coordinator*** • Inadequate, restrictive, and unclear funds revenues*** • Unsystematic and vague plan to guide and implement the arts*** • Need for innovative ways for teachers to integrate the arts into curriculum within a restricted and inflexible schedule ** • Strengthening a well-rounded culture that can follow through, stay on course, and take the plan to fruition* • Need for professional development for tired, unappreciated, neglected, and demoralized teachers* • Past efforts in arts instruction withdrawn. However, currently teachers are arts inclined and have capacity, given some time and flexibility

<ul style="list-style-type: none"> • School has an abundance of after-school free classroom space and is surrounded by nature, both can be explored as a revenue avenues (for instance, the campus is currently utilized for Taekwondo classes) • District campus near to Cal State Bakersfield University and Antelope Valley College (AVC) • Local Control and Accountability Plan (LCAP) for K-8 • Parent Teacher Association (PTA) • Turnaround Arts funds (after completion of plan) • Reflections • Tile mural as a way to showcase student work • National and State arts standards exists that can be utilized as guidelines • The district is located in a middle-class community and among active artists residents that can provide additional resources for the district <p style="text-align: center;">Additional Opportunities Identified</p> <ul style="list-style-type: none"> • Parent volunteers could assist teachers in preparing arts materials for class • Older students could act as mentors/buddies to younger ones • Instead of paying a full time arts coordinator’s salary, grants could be obtained for small teacher committees and a community liaison with a dual role as librarian • Festivals as fundraisers and art auctions and shows to increase school enrollment • A rotation based curriculum that exposes students to all arts • Potential partnership with local <i>Painted Turtles</i> camp for children with serious medical conditions and their families • Untapped local businesses for resources 	<ul style="list-style-type: none"> • Past efforts in arts programing devalued by teachers • Shifting mindsets of arts integration curriculum that goes beyond English Learning Development programs (<i>ELD</i>) • Expanding after-school programming currently restricted to tutoring and at-risk students. • Location and size of the district limits the exposure and the expertise of the teachers in the arts • Bedroom community makes after-school programing difficult • Available curriculum and equipment outdated and antiquated • Staff wears many hats • Middle class socioeconomic creates gaps for Title I and after-school programing funding and assistance • Competition with larger inner-city districts for resources and assistance (the district is not perceived as inner-city) • Unsustainable parent outreach • Transportation to and from district/school • Limited outlets for arts exposure near the district • While the arts are embedded into lessons at the elementary level there are not at middle school • Need for program and as well as self assessment and reflection
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Current Reality from The Arts Education Profile

The district participated in The Arts Education Profile to assess the current status of arts programming across the district. The *Hughes Elizabeth Lakes Union School District Arts Council* also identified, while reviewing different sections of the profile, additional strengths challenges, and opportunities. The findings from the district profile summarized the following:

Strengths

The district has a number of individuals providing some arts instruction in the classroom, parents who are supportive, involved, and willing to assist, additional space for more students to contribute to the art tile mural, and evidence that the district recognizes the need for arts education.

Challenges

There is evidence that the district offers no professional development. There is a great need for a school-wide plan for arts integration, discrete arts curriculum as well as, for assessment. In addition, the district needs a system to identify, classify, and connect with the local artists and talent. Theatre offerings are significantly less (gap) in the upper grades. The district has restrictions on funding and time that need to be address and overcome. Currently, the district receives no assistance from corporate, federal, or local agencies.

Opportunities

The district has a number of untapped funding resources, including local businesses, community partnerships, and parent and volunteer involvement. The size of the district (one school) can be leveraged to facilitate the access to the arts for all students The newly created Arts Committee has the potential to grow and expand. Once the plan is in place, the district will be able to communicate and market the arts to secure buy in from all stakeholders. "There is nowhere to go but up".

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges identified, the Hughes Elizabeth Lakes Union School District Arts Council was asked: What creative and innovative actions can we take to address our challenges and move toward our vision? The Arts Council developed the following strategic directions, goal areas, and actions to support implementation.

A. Infrastructure

Goal 1A: Leverage Internal VAPA Resources

Action Ideas:

- a. Locate and deliver VAPA supplies to all students (donations, PTA, local businesses)
- b. Create an open VAPA resource space
- c. Maintain the Arts Council beyond year one planning

Goal 2A: Seek External VAPA Resources

Action Ideas:

- a. Solicit/hire VAPA specialists
- b. Create community outreach to identify guest teaching artists
- c. Partner with Antelope Valley College (AVC) and College of the Canyons (COC) for media technology
- d. Explore existing free fieldtrip opportunities (Norton Simon, Getty and LACMA museums, as well as Huntington Library and Descanso Gardens)

B. Sustainability

Goal 1B: Identify a designated individual to coordinate and oversee the VAPA program

Action Ideas:

- a. Find and/or designate a volunteer VAPA coordinator
- b. Create a volunteer VAPA council
- c. Hire a VAPA coordinator

Goal 2B: Create a positive and energized school culture

Action Ideas:

- a. Showcase student VAPA work and achievements
- b. Share Technology of Participation (ToP's) methods with the staff
- c. Boost teachers/staff morale
- d. Utilize the strategic directions plan as a means to promote the value of VAPA in the community

Goal 3B: Generate VAPA funding

Action Ideas:

- a. Create a HELUS VAPA Foundation
- b. Identify a grant writer
- c. Prioritize and align VAPA in the districts budget (LCAP, SPSA)

Goal 4B: Assess, evaluate, and monitor the VAPA programming

Action Ideas:

- a. VAPA program evaluation survey

C. Content

Goal 1C: Design, Develop and Implement a Sustainable VAPA Program

Action Ideas:

- a. Create a VAPA calendar
- b. Identify focus VAPA areas per grade
- c. Identify the key VAPA curriculum areas for the district
- d. Develop a delivery system
- e. Create a sustainable VAPA curriculum
- f. Review and adopt VAPA standards and develop scope and sequence lessons per grade level

Goal 2C: Gather VAPA Information and Research

Action Ideas:

- a. Research other districts VAPA curriculum
- b. Survey teachers, staff, and parents to strengthen the VAPA program
- c. Prioritize key vision elements

Goal 3C: Provide VAPA Professional Development

Action Ideas:

- a. Provide support to teachers and staff
- b. Design an appropriate VAPA PD program for the district
- c. Reach out to Arts Ed Collective for assistance in developing appropriate VAPA PD
- d. Value the time spent teaching VAPA curriculum

Year One Implementation Plan

Strategic Direction A: INFRASTRUCTURE						
1 st Year Actions	Quarter 1 Aug-Mid-Oct Tasks	Quarter 2 Mid-Oct-January Tasks	Quarter 3 Mid-January– April Tasks	Quarter 4 April- June Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal 1A: Leverage Internal VAPA Resources						
c. Maintain the Arts Council beyond year one planning	<p>Pre-Quarter 1- Once authorized by the <i>Arts Ed Collective</i> receive coaching for year two</p> <p>Pre-Quarter 1- Send e-mail invitations to prior members as well as new prospective ones for the future Arts Council</p> <p>A. Schedule first meeting and send reminders</p>				<p>\$0 Lori Slaven Year two <i>Arts Ed Collective</i> Lead and coach</p>	<p>Arts Council maintained</p>
	<p>B. Prioritize and strategize the focus areas of year two meetings in accordance to this strategic plan and grant</p>	----->	----->	----->	<p>\$0 Year two Arts ED Collective Coach Lori Slaven</p>	<p>Ongoing Arts Council meetings</p>

Strategic Direction B: SUSTAINABILITY						
1 st Year Action	Quarter 1 August- Mid-Oct Tasks	Quarter 2 Mid-Oct-January Tasks	Quarter 3 Mid-January – April Tasks	Quarter 4 April - June Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal 4B: Assess, Evaluate, and Monitor VAPA Programming						
a. VAPA program evaluation	<p>Pre Quarter 1- Create a teacher, parent, and student VAPA survey</p> <p>A. Analyze the survey’s results and adjust VAPA offerings</p>			<p>Analyze, adjust and enhance the VAPA offerings according to the survey results</p> <p>Complete and disseminate the program’s evaluation to all parties</p>	<p>\$400.00 for a digital survey monkey Lori Slaven and Kim O’Hara</p>	<p>An improved VAPA program</p>

Strategic Direction C: CONTENT						
1 st Year Action	Quarter 1 August- Mid-Oct Tasks	Quarter 2 Mid-Oct-January Tasks	Quarter 3 Mid-January- April Tasks	Quarter 4 April - June Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal 1C: Design, Develop, and Implement a Sustainable VAPA Program						
f. Review and adopt visual arts standards and develop arts scope and sequence lessons per grade level	Pre Quarter 1- Search the <i>Arts Ed Collective</i> list of visual arts providers (partnerships/collaborations)	-				
	Pre Quarter 1- Select the provider and together determine which master visual artists and skills (i.e. Georges Seurat and pointillism) to be taught to students. Pre Quarter 1- Identify, Prepare, and gather materials needed A. Visual artist/s and students experiences	----->	----->	----->	\$2,000 visual arts provider \$4,000 supplies ----- \$6,000 Total Lori Slaven super/principal and Kim O’Hara teacher	Student increased knowledge and experiences in the visual arts

	B. Develop a portfolio of student's visual arts work	Continue to add work to the students portfolios	----->	Compile students portfolios Prepare a students arts work for an open house		A well-rounded student visual arts portfolio Student's visual arts work showcased
f. Review and adopt performance arts standards and develop scope and sequence lessons per grade level	<p>Pre Quarter 1- Search the <i>Arts Ed Collective</i> list of performance arts providers (partnerships/collaborations)</p> <p>Pre Quarter 1- Select the provider and together determine which professional performing artists and skills (i.e. Martha Graham and contemporary dance) to be taught to students.</p> <p>Pre Quarter 1- Create a performance arts lesson rotation chart per grade level</p> <p>Pre Quarter 1- Identify the three additional genres, in addition to percussion, of performance arts to rotate including (i.e. musical, theater, dance, etc.)</p>					Year-end

	<p>A. Teach the identified performance artist/s lesson and students experiences in the arts</p>	----->	----->	----->	<p>\$500.00 Lori Slaven</p>	<p>student's arts performance</p>
<p>b. Identify the key VAPA curriculum standards to support areas for the district</p>	<p>Pre Quarter 1- Teach visual arts utilizing identified master artists (i.e., Pablo Picasso, Piet Mondrian, Georges Seurat) as the source for instruction and student experiences</p> <p>Pre Quarter1- Develop a delivery system for VAPA materials</p> <p>Pre Quarter 1- Research other district's VAPA programs</p> <p>Pre Quarter 1- Determine an area to store the arts materials</p> <p>A. Gather the necessary materials for the selected artist/s (1 artist per quarter)</p> <p>B. Prepare the materials and store them in bins or totes.</p>	<p>-----></p> <p>-----></p>	<p>-----></p> <p>-----></p>	<p>-----></p> <p>-----></p>	<p>Included in Strategic Direction A Lori Slaven</p>	<p>Appropriate VAPA materials delivered</p> <p>An organized system for accessing the VAPA materials</p>

Goal 3C: Provide VAPA Professional Development						
<p>c. Reach out to Arts Ed Collective for resources to develop appropriate VAPA PD</p>	<p>Pre-Quarter 1- Place a phone call to district's liaison for suggestions</p> <p>Pre-Quarter 1- Schedule a meeting with district's liaison and <i>Arts Ed Collective</i> lead to determine next steps</p> <p>A. Offer VAPA PD</p>	<p>-----></p>	<p>-----></p>	<p>-----></p>	<p>\$ Included in year two coaching Lori Slaven</p>	<p>Appropriate VAPA PD</p>
<p>2. Provide VAPA support to teachers and staff</p>	<p>Pre Quarter 1- Schedule a VAPA Professional Development day for teachers</p> <p>Pre Quarter 1- Prepare materials for make and take</p> <p>Pre Quarter 1- Teachers make and take</p> <p>A. Teachers deliver the VAPA instruction</p>	<p>-----></p>	<p>-----></p>	<p>-----></p>	<p>\$7,500 for the VAPA Professional Development Day (subs and release time) Lori Slaven Kim O'Hara</p>	<p>VAPA trained teachers and staff</p>

Strategic Direction A: Infrastructure				
Goal 1A: Leverage internal VAPA Resources				
Year or Phase	Action Ideas:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2	b. Create a VAPA resource space that students would have access to during recess	<ol style="list-style-type: none"> 1. Determine location (room) at the district 2. Identify materials and supplies needed 3. Assure that materials and supplies are safe for student use with minimal supervision 4. Identify donors/businesses/ parents to provide the materials and supplies (chairs/ tables etc.) 5. Hire a volunteer/s to open, close, and monitor the space 6. Train volunteer/s to open, close, and monitor the space 	\$ Donations/ Volunteers	Students get a broader exposure to arts making and nurturing creativity
Phase 3	Train middle school students to monitor the space and mentor the elementary students during recess	<ol style="list-style-type: none"> 1. Continue to request and expand on materials and supplies 2. Select a group of motivated middle school students to open, close, and monitor the space 3. Train the group of motivated middle school students to mentor the elementary students at the space 	\$ Donations/ Students	Students continue to expand their exposure to arts making and nurturing creativity while mentoring others

Goal 2A: Seek External VAPA Resources				
Phase 2+3	d. Explore existing free fieldtrip opportunities (Norton Simon, Getty and LACMA museums, as well as Huntington Library and Descanso Gardens)	<ol style="list-style-type: none"> 1. Identify free local and not local fieldtrip arts providers 2. Plan a yearly free arts fieldtrip for the district 3. Procure transportation (if not included by the provider) 4. Request PTA to establish a position for a fieldtrip coordinator 5. Develop a front loaded curriculum related to the field trip 	\$ Transportation, PTA, Teachers, Superintendent	Students receive a real life arts experience
Phase 2+3	b. Create community outreach to identify local guest teaching artists	<ol style="list-style-type: none"> 1. Develop a system to contact the guests artists in the local community 2. Create a list of the interested guests artists 3. Contact the guests artists and discuss district's needs 4. Get feedback from guests artists to refine the student's offerings 		<p>Students get a greater exposure to the arts in action and mentoring.</p> <p>District builds community with local artists</p>

Strategic Direction B: Sustainability				
Goal 4B: Assess, Evaluate, and Monitor the VAPA Programming				
Year or Phase	Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2	b. VAPA program evaluation	1.Refine the student, parent, teacher survey 2.Distribute the survey 3.Get survey data 4.Analyze the survey’s results and adjust arts offerings 5.Complete and disseminate the program’s evaluation to all parties	\$400.00 for a digital survey monkey Lori Slaven and Kim O’Hara	An improved VAPA program
Goal 2B: Create a positive and energized school culture				
Phase 2+3	d. Utilize the strategic plan as a means to promote the value of VAPA in the community	1. Post this strategic plan on district’s website 2. Identified ongoing media opportunities for VAPA exposure 3. Reach out to local newspapers, TV (channel 3) and radio stations 4. Develop a weekly elective for middle school students to write, distribute, and post articles and podcasts	Superintendent, teachers, students	VAPA becomes a priority in the minds of the community
Goal 3B: Generate VAPA funding				
Phase 2	b. Identify a grant writer	1. Research available grants to cover the cost of a grant writer or find an affordable grant writer 2. Develop a hiring criteria for the grant writer 3. Develop a grant criteria 4. Interview and select candidate	Superintendent Lori Slaven	Additional VAPA funds, resources, and opportunities for students

		5. Ask the superintendent to approve the candidate 6. Hire the grant writer		
Phase 2+3	c. Prioritize and align VAPA in the districts budget (LCAP, SPSA)	1. Contact the <i>Art Ed Collective</i> for resources and suggestions 2. Research the tool kit and samples at the <i>CAAE</i> website 3. Prioritize and align VAPA in the LCAP and SPSA		•

Strategic Direction C: Content				
Goal 3: Provide VAPA Professional Development				
Year or Phase	Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2+3	1. Continue to adopt visual and performance arts standards and expand the arts scope and sequence lessons previously developed per grade level. On these two phases the master visual and performance artists will be selected based on an additional criteria [i.e. African contemporary painters (Nigerian artist Peju Alatise) or Women poets (Emily Dickinson)]	<ol style="list-style-type: none"> Determine the new visual and performance arts artists and skills to be taught to students through an additional lens (i.e. medium, culture) Identify, prepare, and gather materials needed Teach the identified visual and performance artist/s and students experiences Teach the identified performance artist/s and students experience Teach the additional lens throughout 	\$4,000 art consultants \$8,000 supplies ----- \$12,000 Total Lori Slaven Superintendent Kim O’Hara teacher	Student increased knowledge and experiences in the arts A well-rounded student arts portfolio Incorporate the new student’s visual arts work to showcase A new year-end student’s arts performance
Goal 2: Gather VAPA Information and Research				
Phase 2	a. Research other districts’ VAPA curriculums	<ol style="list-style-type: none"> Identify nearby districts with VAPA curriculums Reach out and ask for permission to visit the districts Collaborate on VAPA curriculums Incorporate new VAPA lessons into the curriculum 	\$Subs Superintendent Teachers	Stronger VAPA curriculum and established channels of collaboration with other districts
Phase 3	a. Research other districts’ VAPA curriculums	<ol style="list-style-type: none"> Identify other school districts with model VAPA curriculums Reach out to them and ask for permission to visit Collaborate on VAPA curriculums Incorporate new VAPA lessons into the curriculum 	\$Subs Superintendent Teachers	Stronger VAPA curriculum and expanded channels of collaboration with other districts

Appendix

A. Arts Council Members

Name	Title and/or School Site	Email
Allaire Koslo	Sub-Teacher/Local Artist	allaire@igc.org
Bridget Razo	Vice President Lakes and Valleys Arts Guild (LVAG)	bridgetrazo@gmail.com
Kim O'Hara	Teacher	kohara@heluesd.org
Linda Love	Private Music Teacher/Piano Player	llpiano@verizon.net
Lola Skelton	Board Member	lskelton@heluesd.org
Lori Slaven	Superintendent/Principal	lslaven@heluesd.org
Nicoleta Trifa	Board Member	ntrifa@heluesd.org
Stephanie Morrow	Parent	dnsorrow@msn.com
Tom Joynt	Community Member	ohbejoyfill@verizon.net

B. Vision Workshop

Appropriate Professional Development (PD) that includes discreet and integrated arts practices	Equitable exposure of the arts for all students	Partnerships (between teachers and art specialists) that enhance the arts integration curriculum	Provide innovative and cutting edge arts programs for all students	Showcase student arts achievements	Create an engaging and positive school culture	Procure sustainable funds and resources for arts program	Create community involvement and support
Developmentally appropriate professional development that aligns with student's age levels	One hundred percent student participation in the arts	Creativity as a means of successfully connecting academics and the arts	Develop curriculum that integrates coding and technology as components of the arts	Renovated and Expanded student <i>Tile Art Wall</i>	Reinvigorated teachers buy-in and initiative in the classroom	Identify VAPA and media arts specialists	Recruiting teaching artists that provide hands-on instruction
P.D. that engages teachers and staff with art-based methods that increases the quality of their overall pedagogy	Available after-school programming opportunities for all students	Arts integrated with other subjects in the curriculum	Create Student film Festival	Build school pride and community through the display of arts	Joyful students that love learning about the arts	Seek grant writers as well as fundraising and development experts to consistently apply to opportunities	Connecting students to a wide range of external cultural and artistic opportunities and the art world at large, which validates the value of the arts for the community
		Curriculum that taps into the different learning styles, needs, and interests of students		Arts events that celebrate student work and promotes favorable views of the District in the community	Confident staff	Develop a comprehensive system for building infrastructure to support all arts disciplines	
		Create a meaningful assessment criteria to evaluate original student arts work		Events dedicated to parent outreach that also benefit the district, such as purchasing student art	All- around positive attitude	Acquire adequate tools and equipment to carry out the arts plan	
						Create Partnerships with neighboring school districts for arts services (Gorman, Palmdale, Lancaster, Santa Clarita)	
						Creativity with effective managed roadblocks?	

Arts Education Collective Coach: Adela Vangelisti