



Vision

The mission of the Lynwood Unified School District, the cultivator of innovative thinkers, is to ensure each student fearlessly achieves his or her highest academic and personal aspirations while contributing to the greater society through a unique system distinguished by:

- *People of great character who inspire and lead by example*
- *The instilling of courage to be creative*
- *The transformative uses of technology*
- *Safe and clean environments*
- *The honoring of all voices in our community*

Mission

The Lynwood Unified School District is committed to ensuring that all students (Pre-K-12) have equitable access to high-quality, sequential, standards-based instruction in the Visual and Performing Arts. The Visual and Performing Arts (VAPA), includes the five arts disciplines of media and visual art, dance, drama, and music.

Strategic Arts Plan Table of Contents

Strategic Plan Overview	Page 1
LA County Arts Commission	Page 2
VAPA Vision and Current Reality	Page 3
VAPA Priority Wedge	Page 4
Strategic Directions	Page 5
Phase One Implementation Plan.....	Page 9

Strategic Plan Overview

In the fall of 2017, the Lynwood Unified School District (LUSD 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 was aligned with the District's mission and strategic plan. In partnership with two coaches from the Los Angeles County Arts Ed Collective, the District organized a Community Arts Team (CAT) with representation from a variety of stakeholders, including students, teachers, administrators, parents, and community members. The 24-member CAT met on February 14, February 24, and March 10, 2018, to provide their valuable input towards the development of this Arts Strategic Plan.

The Arts Strategic Plan builds upon the District's 2011 strategic plan, in which the District ensured the academic and personal achievement of each student with an emphasis on the whole person, by providing the resources necessary for all K-12 students to have access to the Visual and Performing Arts (Strategy I, Action Plan 3). In addition, the District made a commitment to revitalizing its VAPA programs by including dedicated funding in its initial Local Control and Accountability Plan (LCAP) in 2014 as a result of California's Local Control Funding Formula (LCFF). The District's most recent LCAP includes funding for a VAPA Coordinator, secondary school media/visual arts and music teachers, arts programming for all 12 elementary schools, and allocations for our media/visual art, drama, and music programs. Funding for dance and some media arts programs, including teachers, is provided through Career Technical Education (CTE). Through the planning process three key strategic directions emerged:

1. Build a district and community-wide culture that provides equitable access to the Visual and Performing Arts.
2. Provide high-quality VAPA curriculum and instruction to prepare students for college and career.
3. Develop a sustainable and equitable infrastructure to provide leadership, staffing, and appropriate facilities for the VAPA.

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.

Lynwood USD Community Arts Team Members

Esther Aguilar, FHS Music Student

Margarita Arango, LHS Dance Student

Mariana Astorga-Almanza, Ed.D., VAPA Coordinator

Angela Baber, Wilson ES Teacher

Juan Barroso, CTE Coordinator

Rowland Becerra, The Lynwood Union/ Will Rogers ES Parent

Deborah Berry, Fiscal Services Director

Caitlin Brock, FHS Music Teacher

Luis Caceres Flores, LHS Music Teacher

Alexis Cortes, FHS Theatre Student

Gudiel R. Crosthwaite, Ph.D., Superintendent

Ramon Enriquez, FHS Assistant Principal

Patrick Gittisriboongul, Ed.D., Interim Assistant

Superintendent of Educational Services

Bryada Overstreet, LHS Art Student

Feliz Quintana, The Lynwood Union

David Ramirez, Community Partnership Specialist

Susan Riehle, LHS Assistant Principal

Marcia Salvary, Lynwood Partners Educational Foundation

Matthew Skoll, Will Rogers ES Principal

Kathleen Thomas, FHS IB Theatre Teacher

Luis Vega, LHS Art Teacher

Alejandra Vital De La Cruz, LHS Art Student

Brittany Washington, LHS CTE Dance Teacher

Fereshteh Younessi, LHS Art Teacher

LA County Arts Commission

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 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>

LUSD 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 2022, LUSD VAPA programs will encompass:

1. Purposeful and integrated teacher collaboration
2. Established VAPA academies
3. Dedicated and appropriate arts facilities and resources
4. Engaging and meaningful VAPA exposure for students
5. Actively engaged student leadership
6. Multiple and frequent opportunities to showcase the arts
7. Sequential and standards-based VAPA curriculum
8. Active and ongoing community partnerships
9. Quality and relevant VAPA professional development
10. Adequate budget that is responsive to current VAPA needs
11. Adequate and qualified VAPA staff

LUSD VAPA Current Reality

The Community 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:

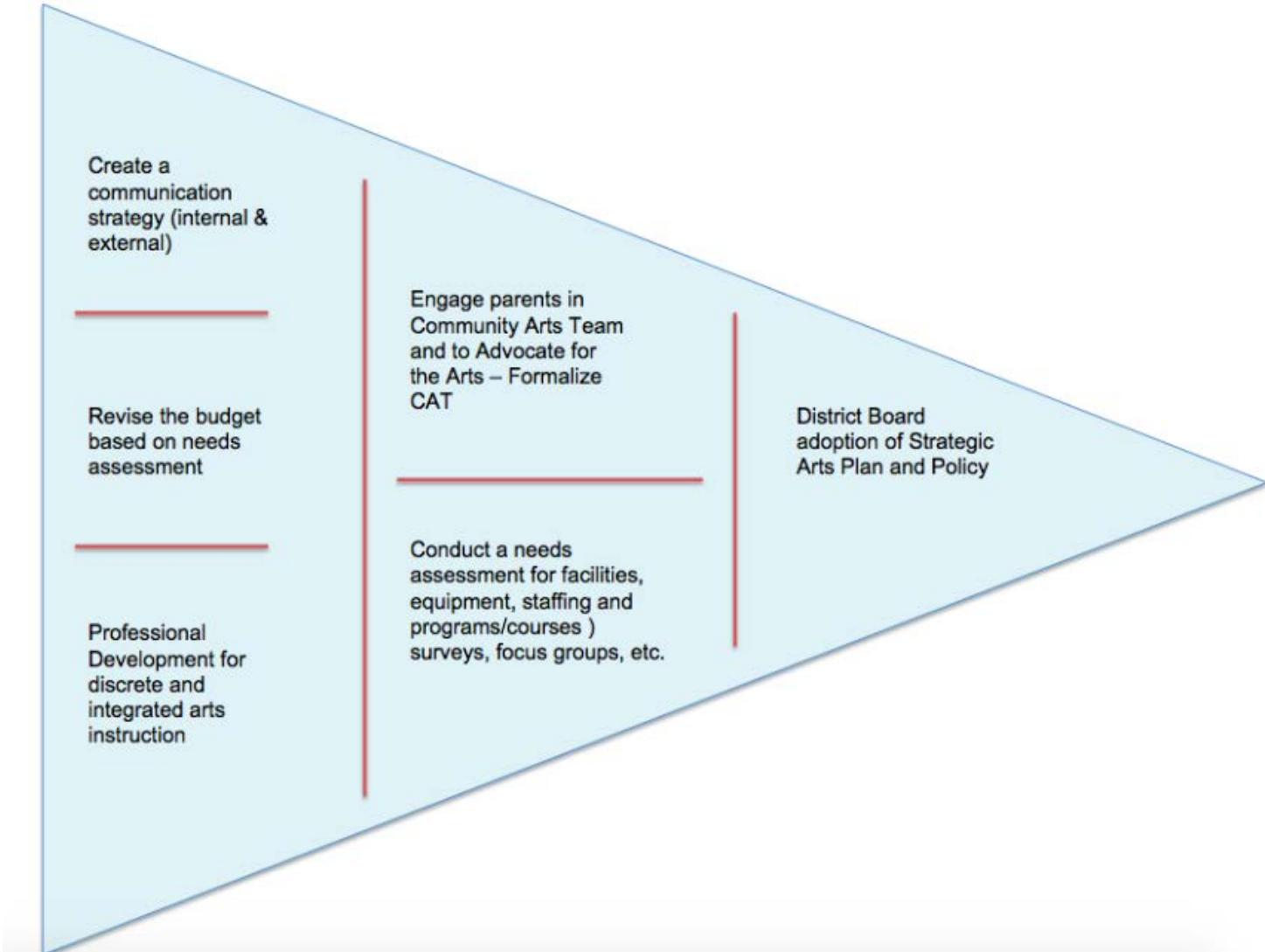
STRENGTHS

- Willingness to evaluate programs and change
- District commitment to expanding arts programming
- Some sites support arts exposure/field trips
- Established annual arts festival (5 years) PK-12
- Arts are embedded in district LCAP
- Diverse and committed Community Arts Team (LCAP members, parents, students, etc.)
- Strong VAPA community partners: P.S. Arts, Conga Kids, etc.

CHALLENGES

- Competing priorities and initiatives for arts planning committee members
- Declining enrollment
- Uncoordinated communication
- Understaffed arts coordination and instruction devalued arts/low buy-in (community, parents, etc.)
- Competing priorities for district monies for facility updates
- Inefficient systems for district processes (purchase orders, etc.)
- No sequential VAPA classes
- Not all elementary and middle school grades receive access to VAPA programming
- Shortage of qualified VAPA teachers

LUSD VAPA Priority Wedge



Strategic Directions

The Lynwood Unified School District Community Arts Team reflected on creative and innovative actions to address the challenges and move toward the vision. As a result, the following strategic directions and goal areas to support implementation were developed.

STRATEGIC DIRECTION ONE: Build a district and community-wide culture that provides equitable access to the Visual and Performing Arts (VAPA) for all students.

Goal 1: Communicate and advocate for the value of the arts to the board and community

Actions Ideas:

- Board adopts proposed strategic arts plan for the 2018-19 school year
- Create a student video to advocate for the arts
- Create a board policy supporting the arts sets expectation that arts will be taught during the school day at the elementary school level and includes the arts as a graduation requirement.
- Presentations of the arts by students to the school board at every meeting
- Develop a coordinated communication plan to promote the arts that could include district/school websites, social media accounts and District communication channels
- Showcase student achievement in the arts in our district and community

Goal 2: Sustain equitable district-wide funding for VAPA

Actions Ideas:

- Revise/update LCAP to reflect current VAPA needs and strategic arts plan alignment
- Align resources to support arts programs and events across all LUSD schools
- Research successful models of district use of Title I funds for arts integration

Goal 3: Engage and empower parents and community

Actions Ideas:

- Research other district parent arts engagement models
- Establish after school parent engagement opportunities (alternative to opportunities during the day)
- Regular open house events for parents education in the arts to increase arts value
- Engage a wider audience for P.S. Arts Family Arts Nights
- Regular parent and community education in the arts to increase Arts education value
- Create volunteer opportunities for parents to participate in VAPA events

Goal 4: Secure supplemental funding for VAPA programs

Actions Ideas:

- Research and apply for VAPA grants
- Explore celebrity endorsement opportunities
- Solicit corporate sponsors for arts to maintain budget consistency
- Conduct a silent auction to raise funds
- Reach out to contract vendors for donations
- Explore opportunities to use student performances and exhibitions to ticket sales raise funds

STRATEGIC DIRECTION TWO: Provide high-quality VAPA curriculum and instruction to prepare students for college and careers

Goal 1: Establish VAPA college & career pathways

Actions Ideas:

- Create better system communication for teacher, admin and counselors to promote priority scheduling for the arts ***
- Provide dual enrollment opportunities for the arts*
- Partner with professionals to engage students and promote arts careers
- Develop arts pathway 4-year programs
- Hold a summer arts internships for students
- Expand college arts course access to students
- Arts graduation requirement
- Research successful VAPA program models for middle schools
- Increase arts opportunities at middle schools

Goal 2: Expand integrated and discrete arts instruction in elementary and middle schools

Actions Ideas:

- Research and develop TK-12 VAPA curriculum and assessments in all five arts disciplines
- Expanding the arts to all elementary schools of all grade levels
- Increase equity of arts offerings at middle school
- Integrate arts curriculum with ELA, math and all other subjects
- Promote arts integration lesson planning during common planning time
- Expand community arts residency programs in elementary schools
- Arts instruction matches level, style and language of regular classroom instruction material – Dual Immersion (Spanish)

Goal 3: Build teacher capacity through ongoing, high-quality VAPA professional development

Actions Ideas:

- Provide frequent/regular PD for all teachers (Encourage Technology Enhanced Arts Learning (TEAL) training)*
- Provide arts teachers with collaborative planning time for each arts discipline
- Provide PD in VAPA for school administrators
- Support elementary teachers in arts integration
- Encourage Technology Enhanced Arts Learning (TEAL) training for elementary and middle school teachers

Goal 4: Provide evidence of VAPA learning through assessment and evaluation

Actions Ideas:

- Senior portfolio review/ assessment

STRATEGIC DIRECTION THREE: Develop a sustainable and equitable infrastructure to provide leadership, staffing and facilities for the Visual and Performing Arts.

Goal 1: Provide every school with adequate and qualified VAPA staff

Actions Ideas:

- Maintain district VAPA coordinator position at 100%
- Hire VAPA teachers to increase equitable access to arts courses in all five arts disciplines at every elementary school (visual arts, media arts, theater, music, dance)
- Enhance teacher recruitment efforts to hire more qualified VAPA teachers
- Include in teacher job postings that arts training/experience is a “desirable qualification” for candidates

Goal 2: Provide adequate facilities, equipment, and materials, including efficient systems for procurement

Actions Ideas:

- Ensure dedicated and appropriate spaces for the arts
- Update district process for work and purchase orders
- Include digital platforms for arts instruction – 1:1 devices for all students
- Conduct needs assessment for VAPA facilities, equipment, and materials

Goal 3: Build and maintain community partnerships

Actions Ideas:

- Collaborate with city and community partners for arts festival
- Work with local art gallery to create partnerships with local artists and opportunities for field trips *
- Engage professional artists and community arts organizations to deliver PD for teachers and artist residencies

Goal 4: Establish and maintain the Community Arts Team

Actions Ideas:

- Formalize arts committee and meet regularly under the direction of the district VAPA coordinator --
- Establish VAPA lead at each elementary school
- Establish student arts leadership committee
- Plan and conduct ongoing implementation and assessment

Phase One Implementation Plan (Year 1)

STRATEGIC DIRECTION ONE: Build a district and community-wide culture that provides equitable access to the Visual and Performing Arts (VAPA) for all students.

Goal 1: Communicate and advocate for the value of the arts to the Board and community.

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Board adopts proposed arts strategic plan for the 2018-19 school year.	*Cabinet presentation *Board presentation as a discussion item *Board adopts plan	*Dissemination of plan to various stakeholders (parent meetings, principal meetings, etc.)			*VAPA Coordinator *LACAC District Arts Coaches	*LUSD has a board-adopted Arts Strategic Plan, which publicly demonstrates our commitment to the arts.
Student VAPA presentations to the school board at every meeting.	*Set schedule for student presentation at each board meeting *Sept. 27 Abbott (Turnaround Arts School)	October 11th October 25th November 8th December 6th December 13th	January 24th February 14th February 28th March 14th March 28th	April 11th May 9th May 23rd June 6th	*VAPA Coordinator *VAPA Leads	*The Board and Lynwood community consistently hear positive news about the arts.
Develop a coordinated communication plan to promote the arts.	*Set up meeting with Technology Director to create VAPA page on District website *VMA: Facebook, Twitter, Instagram *Create Google classroom for VAPA leads. *Find out deadlines for District quarterly newsletter.	*Use VMA spreadsheets and/or create own for VAPA events schedule *Send notifications/reminders leading up to VAPA events.			*VAPA Coordinator *Technology Director *VMA Rep	*Arts achievements and events are communicated to all students, staff, and families in a clear, accessible, and timely fashion through multiple avenues, such as website, social media accounts, and newsletter.

Goal 2: Sustain equitable district-wide funding for the Visual and Performing Arts.

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Revise/update LCAP to reflect current VAPA needs and strategic Arts plan Alignment	<ul style="list-style-type: none"> *Conduct school needs assessment *Create VAPA LCAP expenses spreadsheet by program *Communicate goals and budget to sites and VAPA teachers 	<ul style="list-style-type: none"> *Continue tracking expenses 	<ul style="list-style-type: none"> *Conduct another needs assessment *Reflect on the fiscal year - did we meet goals? Are there new needs? *Prepare LCAP budget recommendations to share with Directors. 	<ul style="list-style-type: none"> *Share LCAP budget recommendations with Directors at annual budget meeting. 	<ul style="list-style-type: none"> *VAPA Coordinator *Elementary and Secondary Education Directors * Assistant Superintendent of Educational Services *Accounting Director 	<ul style="list-style-type: none"> *The LCAP accurately reflects the needs of our VAPA programs and teachers and distributes funding equitably.

Goal 3: Engage and empower parents and community

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Engage a wider audience for P.S. Arts Family Arts Nights	<ul style="list-style-type: none"> *Analyze 17-18 FAN attendance by site *Schedule all 12 FAN *Share FAN dates with VAPA Leads *Post FAN dates on VAPA website, VMA spreadsheet 	<ul style="list-style-type: none"> *Sites send out reminders for FAN via school website, marquee, social media 1 month, 2 weeks, 1 week, and day before event *Encourage sites to offer PBIS incentives for attendance 	<ul style="list-style-type: none"> *Continue to hold events and collect attendance date *Share FAN photos 	<ul style="list-style-type: none"> *Review 18-19 FAN attendance by site *Ask principals of high attendance schools to share their best practices for a successful FAN. 	<ul style="list-style-type: none"> *VAPA Coordinator *P.S. Arts Program Coordinator 	<ul style="list-style-type: none"> *Increased attendance (with a goal of 10% increase at each site) at FAN at all elementary schools.

Goal 4: Secure supplemental funding for Visual and Performing Arts programs

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Research and apply for VAPA grants	<ul style="list-style-type: none"> *Determine VAPA program needs and estimated cost, esp. learning opportunities for elementary grades that do not receive VAPA instruction. *Contact our contracted grant writer for assistance locating relevant grants. *Contact LACAC district liaison for grant resources. *Narrow grant options to top 5 	<ul style="list-style-type: none"> *Review grant criteria *Narrow to 2-3 grants 	<ul style="list-style-type: none"> *Begin grant applications *Share grant applications with Directors and Assistant Superintendent of Educational Services 	<ul style="list-style-type: none"> *Submit grant applications 	<ul style="list-style-type: none"> *VAPA Coordinator *District-contracted grant writer *LACAC district liaison *Elementary and Secondary Education Directors *Assistant Superintendent of Educational Services 	<ul style="list-style-type: none"> *At least one grant is successfully awarded for the 18-19 or 19-20 school year.

STRATEGIC DIRECTION TWO: Provide high-quality Visual and Performing Arts curriculum and instruction to prepare students for college and career.

Goal 2: Expand integrated and discrete arts instruction in elementary and middle schools.

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Research and develop TK-12 VAPA curriculum and assessments in all five arts disciplines (dance, drama, music, media and visual art).	*Research Technology Enhanced Arts Learning (TEAL), which is a no-cost professional development in arts integration throughout the K-6 curriculum, as a possibility for elementary VAPA Leads.	*Elementary VAPA Leads review the CCSESA K-6 VAPA Curriculum Guide *Middle school VAPA Leads review the CCSESA Middle Grades VAPA Content and Delivery Guide	*VAPA Leads create curriculum outline for integrating VAPA into their instruction. *Share outline with principals.		*VAPA Coordinator *Elementary and Middle School VAPA Leads *Principals	*By the end of the 18-19 school year, the elementary and middle school VAPA leads will have an administrator - approved outline of arts curriculum that the leads would like to pilot at their sites for the 19-20 school year.

Goal 3: Build teacher capacity through ongoing, high-quality VAPA professional development (* ongoing/monthly action)

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Provide regular PD opportunities for secondary VAPA teachers	*Middle and high school VAPA leads research free and low-cost PD opportunities available for each arts discipline. *Submit board items if needed for external PD opportunities.	*Register for PD (if necessary) *Create implementation reflection tool to ensure PD tools/strategies are used *Administer reflection tool to teachers on a monthly basis.	*Continue to administer monthly reflection tool to teachers.	*Create and administer Post-VAPA PD survey	*VAPA Coordinator *Middle and High School VAPA Leads *Cost of PD opportunities, \$186 per sub, registration, transportation, and meals	*By the end of the 18-19 school year, secondary VAPA teachers would have met at least twice as District-wide departments, and had at least one external PD opportunity.

Support elementary teachers in arts integration	<ul style="list-style-type: none"> *Plan four half-day PD sessions for 48 first-grade teachers with the Music Center (As part of the Advancement Grant) *Develop pre-PD survey for the first-grade teachers 	<ul style="list-style-type: none"> *Hold PD session #1 with first-grade teachers in November 2018. *Administer and analyze pre-PD survey. *Conduct classroom observations in volunteer teachers' classrooms. 	<ul style="list-style-type: none"> *Hold PD sessions #2-4 with first-grade teachers in January 2019, February 2019, and March 2019. *Administer and analyze post-PD survey to teachers. *Continue to conduct observations in volunteer teachers' classrooms. 	<ul style="list-style-type: none"> *Analyze pre- and post-PD surveys together *Prepare Advancement Grant reflection. 	<ul style="list-style-type: none"> *VAPA Coordinator *Music Center program coordinator <p>Cost</p> <ul style="list-style-type: none"> *24 hours of PDt for first-grade teachers and participating staff, billed at \$330 per hour (\$7,920) *Music Center Administrative Planning Cost @ 5% (\$396) * Materials and Resources (\$250) *24 substitutes @ \$186 each day = \$4,464 x 4 days = \$17,856 	<ul style="list-style-type: none"> *By the end of the 18-19 school year, first-grade teachers would have actively participated in four half-day PD sessions with the Music Center to build their capacity to utilize arts integration strategies in their own classrooms.
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STRATEGIC DIRECTION THREE: Develop a sustainable and equitable infrastructure to provide leadership, staffing, and facilities for the Visual and Performing Arts.

Goal 1: Provide every school with adequate and qualified VAPA staff

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Maintain VAPA coordinator position at 100%	<ul style="list-style-type: none"> *Include position in LCAP budget *Create work plan that accurately reflects the responsibility of the VAPA Coordinator 				<ul style="list-style-type: none"> *VAPA Coordinator *Elementary and Secondary Education Directors *Assistant Superintendent of Educational Services 	<ul style="list-style-type: none"> *The VAPA Coordinator position is maintained at 100% for the 18-19 school year to support all sites with VAPA instruction and curriculum.

Include in teacher job postings that arts training/experience is a “desirable qualification” for candidates	*Review current elementary teacher job description *Review job descriptions for elementary teachers in other school districts with strong arts programs	*Submit revised job description to HR for approval			*Elementary Education Director *Assistant Superintendent of Educational Services *Human Resources Director *Certificated HR Staff	*Elementary teaching position job description will be updated to reflect our District’s interest in hiring teachers with arts experience or training.
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Goal 2: Provide adequate facilities, equipment, and materials, including efficient systems for procurement

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Conduct needs assessment for VAPA facilities, equipment and materials	*Create a checklist of essentials for each arts discipline *Distribute list to VAPA Leads *Consult with P.S. Arts and Conga Kids regarding facilities and equipment availability and condition for their programs	*Conduct assessment all high schools and middle schools (6) *Prioritize needs	*Conduct assessment at 6 elementary schools *Prioritize needs	*Conduct assessment at remaining 6 elementary schools *Prioritize needs	*VAPA Coordinator *Director of MOT *Susan Trevizo *P.S. Arts and Conga Kids program coordinators	By the end of the 18-19 school year, we will have a prioritized VAPA needs list for all of our sites.

Goal 3: Build and maintain community partnerships

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Collaborate with city and community for annual District arts festival.	*Identify date and location for 2019 Arts Festival *Share date with City to add to their calendar.	*Meet with city and community members to delineate roles and responsibilities	*Hold three monthly Arts Festival planning meetings (January, February, and March 2019)	*Hold Arts Festival (April 2019)	*VAPA Coordinator *Community Partnership Specialist	*The 2019 Arts Festival will include participation from at least 3 city and/or community partners.

Goal 4: Establish and maintain the LUSD Community Arts Team

Action	Quarter 1 July-Sept. 2018	Quarter 2 Oct.-Dec. 2018	Quarter 3 Jan.-Mar. 2019	Quarter 4 Apr.-June 2019	Point Person & Budget Implications	Measurable Outcomes
Formalize Community Arts Team and meet quarterly throughout the school year.	<ul style="list-style-type: none"> *Schedule all four CAT meetings *Send meeting invitations *Hold CAT Meeting #1 *Review action items for Phase One of implementation plan. 	<ul style="list-style-type: none"> *Hold CAT Meeting #2 	<ul style="list-style-type: none"> *Hold CAT Meeting #3 *Review action items for Phase Two of implementation plan. 	<ul style="list-style-type: none"> *Hold CAT Meeting #4 *Confirm action items for Phase Two of implementation plan. 	<ul style="list-style-type: none"> *VAPA Coordinator *LACAC Coach *\$186 per sub if meetings are held during the school day *\$500 for meeting refreshments 	<ul style="list-style-type: none"> *The CAT will be a formally recognized group that convened quarterly during the 18-19 school year.
Establish VAPA Lead at each school site (18)	<ul style="list-style-type: none"> *Create job description for lead *Contact principals for recommendations for VAPA Lead *Submit names for Board approval for extra duty compensation *Hold VAPA Leads Meeting #1 	<ul style="list-style-type: none"> *Hold VAPA Lead Meeting #2 	<ul style="list-style-type: none"> *Hold VAPA Lead Meeting #3 	<ul style="list-style-type: none"> *Hold VAPA Lead Meeting #4 	<ul style="list-style-type: none"> *VAPA Coordinator *Principals *VAPA Leads *\$23,000 for 20 hours of extra duty compensation for 18 employees. 	<ul style="list-style-type: none"> *Each of our 18 sites will have a designated VAPA Lead with 20 hours of approved extra-duty hours. The VAPA Leads would have met quarterly during the year and communicated arts-related news to their sites.

Appendix Directory

A. Practical Vision..... Page 17
B. 2017-2018 Current Reality Page 18
C. Phase Two Implementation Page 21
D. Phase Three Implementation Page 25

A. Practical Vision: *“If all things were possible, what arts programs would we want to see in our District in five years?”*

Purposeful Integrated Collaboration	Established VAPA Academies	Dedicated and Appropriate Arts Facilities and Resources	Engaging and Meaningful VAPA exposure for students	Actively Engaged Student Leaders	Multiple and frequent opportunities to showcase the arts	Sequential and standards-based VAPA curriculum	Active and ongoing community partnerships	Quality and relevant VAPA PD	Budget that is responsive to current VAPA needs	Adequate and qualified VAPA staff
Cross Curriculum Collaboration	VAPA school	Art/ Dance rooms	Arts field trips	Student - directed productions	Student artwork in the halls	Expanding arts class offerings (increasing staff)	Increase community support for the arts (sponsors)	Arts integration professional development	Consistent budget for the arts	Community Liaison
Collaboration of VAPA with other departments	Elementary/ middle VAPA academies/ schools	Appropriate facilities and materials	The Arts Express "bus"	Media production broadcasting	Culturally relevant performance	VAPA value pathway	Business partnerships	Up to date teaching tools & techniques	Free materials and supplies to all students	Art/VAPA personnel at all schools
Collaboration among all teachers	VAPA middle school	Theatre for the performing arts	Exploration of arts opportunities	Student-led business opportunities of creative concept	Two-way exposure: use art to engage community	Various levels of VAPA courses - AP & IB	Artist in Residencies		VAPA to retain and increase students enrollment	Qualified and trained staff
		Lynwood studios for Film - Print-Media	After School art activities	Student engagement	Students competing in statewide arts programs	All arts disciplines available for all ages, grade levels	Community partners (museums, etc.)			
			Gateway to art exposure		Concerts/performances (fundraising possible)		Community colleges to offer more VAPA courses - all school sites			
			Student portfolios		Exhibition (showcase and promote)					
					Arts festivals and workshops					

B. 2017-2018 Current Reality

The Community Arts Team of Lynwood 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.

The District participated in The Arts Education Profile to assess the current status (2014-2015) of arts programming across the district. In addition, the group reviewed LUSD Internal Arts Education Data, 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 in the grid below.

Data Source	Strengths	Challenges	Opportunities
Arts Ed Profile - LUSD Matrix and Theatre Data – Dance and Theatre	<ul style="list-style-type: none"> · Foundational Course · All 5th graders receive dance 	<ul style="list-style-type: none"> · Only 5th graders and H.S students receive dance education · Only Kinder, 2nd and H.S receive theatre · Not enough sequential art classes ** 	<ul style="list-style-type: none"> · Have more dance and theatre classes available to all levels of students
Arts Ed Profile/LUSD Matrix – Media Arts and Visual Arts	<ul style="list-style-type: none"> · Biggest number of FTE & sections · Consecutive across Art I, Art II & AP · Variety of courses · Budget for supplies · At least 1 field trip per teacher · 100% of media art-tech is used 	<ul style="list-style-type: none"> · Elementary level classes only offer in 2nd grade and after school; and only ¼ to ½ of the year · Only one type of art taught in certain grade levels · Visual art not sequential · Limited for kids during the day, only used for after school · No funds for field trips · LMS is the only MS to offer any art · No technology in Art* 	<ul style="list-style-type: none"> · City Library resource · Lynwood union · MoCA · P.S. Arts · Arts Advocates

<p>Arts Ed Profile/LUSD Matrix and Music Data - Music</p>	<ul style="list-style-type: none"> · Music is offered in all high schools · Middle school music classes starting to increase · Help within teachers MS & HS · 5 music teachers 	<ul style="list-style-type: none"> · Funding · Shortage of qualified teachers · Teachers · Teacher/staff retention · Not available for all students · Diminished numbers due to lack of exposure to music · Not enough room for development before HS · Lack of musical knowledge before coming to HS · No opportunities to organize classes by ranges of knowledge · No money for technology · Student don't want to attend marching band* 	<ul style="list-style-type: none"> · Collaboration at different age levels · Recruitment · All grades receive music K-8 · Communication with parents - getting them on our side to help students show up · Support from the administration · Support of instrument funding · Multi-level course offerings
<p>Arts Ed Profile - Community and Financial Support</p>	<ul style="list-style-type: none"> · South LA district location · LCAP goals and actions related to Arts Ed · Funds provided to sites for field trips · Existing community partnerships - Music Center (K) · Existing program \$ - P.S. Arts - Conga Kids Dance - BRIDGE Theatre Project 	<ul style="list-style-type: none"> · District only has one dance teacher - 13% of elementary school offer media arts - Few teachers at all levels have attended arts PD within the last year - In ES, arts are not integrated into core curriculum -Across the district not all students have access to arts education -Not all elementary grades have access to art education 	<ul style="list-style-type: none"> · City collaboration · Parent involvement · Pre-K · Foundation

<p>Arts Ed Profile - Successes and challenges/Findings and considerations</p>	<ul style="list-style-type: none"> · 97.2% of arts courses meet UC/CSU standards · Offering music in 100% of elementary schools · 80% of VAPA represented in ES · All 5 areas of VAPA offered at 2 high schools · Some support from LA county cultural organization 	<ul style="list-style-type: none"> · \$ for additional art FTE * · Facilities funding (priority over ER repairs) · Not enough \$ for base expenses 	<ul style="list-style-type: none"> · Reimagine the use current facilities · Expand community partnerships · Renovate current VAPA facilities
<p>Arts Education Data Project – Online Data on Secondary Schools, Statewide (2014-2015)</p>	<ul style="list-style-type: none"> · More after school arts instruction than Long Beach or Downey · More Dance offerings · Based on district size we have decent offerings 	<ul style="list-style-type: none"> · No access to dance at MS level · Limited access to visual arts and theatre at MS level 	<ul style="list-style-type: none"> · Having data to compare with other districts is helpful to present to the school board
<p>LA County Arts Ed Profile Tool – Online Data from LA County Schools, 2015</p>	<ul style="list-style-type: none"> · Access to visual arts (mid-range) · Music teachers at all secondary schools 	<ul style="list-style-type: none"> · Credentialed staff in arts* · Increase community partnerships · Offerings across grade level—closing gaps especially in elementary · Larger focus on visual arts than other art forms 	<ul style="list-style-type: none"> · Conga Kids should be expanded across grade levels · Music Center provides arts integration for K - we should expand to reach all grade levels · Invite community to observe and participate in our performances (i.e judge, etc.)

C. Implementation Plan: Phase Two (Years 2-3)

STRATEGIC DIRECTION ONE: Build a district and community-wide culture that provides equitable access to the Visual and Performing Arts (VAPA) for all students.

Goal 1: Communicate and advocate for the value of the arts to the board and community

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Create a student video to advocate for the arts	*Ask Media Production teacher and students at Firebaugh HS to create the video *Work with Media Production team to create an outline of video elements	*VAPA Coordinator *Media Production teacher *VMA	*An arts advocacy video will be created and posted on District website.

Goal 2: Sustain equitable district-wide funding for VAPA

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Align resources to support VAPA programs and events at all schools.	*Maintain VAPA LCAP expenses spreadsheet and track program needs met by school site and programs to ensure equitable expenditures for VAPA programs. *Continue to communicate goals and budget to sites and VAPA teachers	*VAPA Coordinator *Secondary Education classified staff *Elementary and Secondary Education Directors	*All VAPA teachers have an efficient way to request and receive the supplies and resources they need to provide high-quality arts instruction.

Goal 3: Engage and empower parents and community

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable outcomes
*Hold regular open house events for parents education in the arts to communicate the value of the arts.	*Work with Parent Involvement Specialists to create workshop for Parent University and Arts Festival that focuses on arts education.	*VAPA Coordinator *Parent Involvement Specialists	*VAPA presentation at Parent University *VAPA presentation/workshops at Arts Festival.

STRATEGIC DIRECTION TWO: Provide high-quality Visual and Performing Arts curriculum and instruction to prepare students for college and career.

Goal 1: Establish VAPA college and career pathways

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
<p>*Create improved scheduling system for students, teachers, counselors, and site administration so that students are appropriately placed in VAPA courses.</p> <p>*Begin development of VAPA Pathways.</p>	<p>*Research successful VAPA program models for middle and high school.</p> <p>*Add/delete VAPA courses as needed to ensure sequential course offerings in each arts discipline.</p> <p>*Submit courses for UC A-G course approval</p> <p>*Begin to create a VAPA Pathways handbook and course registration guide for each of the arts disciplines to assist students, teachers, counselors, and site administration with appropriate course scheduling for VAPA students.</p>	<p>*VAPA Coordinator</p> <p>*Secondary VAPA teachers</p> <p>*Secondary counselors</p> <p>*Cost of substitutes (\$186 per teacher per day)</p>	<p>*UC-approved courses that fulfill the “F” VAPA requirement</p> <p>*VAPA Pathways Handbook</p>

Goal 2: Expand integrated and discrete arts instruction in elementary schools

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
<ul style="list-style-type: none"> - *Provide discrete arts instruction for elementary students in all grades at all sites - - - *Expand community arts residency programs in elementary and middle schools 	<p>*Create and administer needs assessment for the curriculum in each arts discipline K-6 to identify gaps.</p> <p>*Develop plan to determine cost of instructors, supplies and materials, etc.</p> <p>*Determine cost of community arts residency programs</p> <p>*Explore funding options, including LCAP funds and/or grant opportunities.</p> <p>*Survey schools for interest in serving as a pilot site for residency</p>	<p>*VAPA Coordinator</p> <p>*Director of Elementary Education</p> <p>*Assistant Superintendent of Educational Services</p>	<p>*We will have a comprehensive plan for providing arts education instruction at all 12 of our elementary schools.</p> <p>*Pilot a community arts residency at one elementary site and one middle school.</p>

Goal 3: Build teacher capacity through ongoing, high-quality VAPA professional development

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Provide arts teachers with collaborative planning time for each arts discipline	<ul style="list-style-type: none"> *Determine how common planning time is currently allocated for elementary teachers *Discuss options for including arts into that common planning time. *Using data from Music Center PD for first-grade teachers from the 18-19 school year, identify pilot sites for common planning time for kindergarten and first-grade. 	<ul style="list-style-type: none"> *VAPA Coordinator *Director of Elementary Education *Assistant Director of Education Services 	*Pilot of arts common planning time is conducted at one elementary site at the kindergarten and first-grade level.

STRATEGIC DIRECTION THREE: Develop a sustainable and equitable infrastructure to provide leadership, staffing, and facilities for the Visual and Performing Arts.

Goal 1: Provide every school with adequate and qualified VAPA staff

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Enhance teacher recruitment efforts to hire more qualified VAPA teachers	<ul style="list-style-type: none"> *Review current LUSD VAPA teacher job descriptions and compare to descriptions in other school districts with strong arts programs. *Revise job descriptions for VAPA positions as needed. *Explore advertising possibilities and reach out to local universities for potential applicants 	<ul style="list-style-type: none"> *VAPA Coordinator *Director of Secondary Education *Assistant Superintendent of Educational Services *Assistant Superintendent of Human Resources 	Our VAPA job descriptions will be updated to reflect the District's interest in hiring highly-qualified VAPA instructors. VAPA job postings will appear in a wider area to attract candidates.

Goal 2: Provide adequate facilities, equipment, and materials, including efficient systems for procurement

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Ensure dedicated and	*Using priorities VAPA needs list, consult with Director of MOT	*VAPA Coordinator	*At least six VAPA-related

appropriate spaces for the arts Update district process for work and purchase orders	and Williams Act Compliance and needed vendors to come up with a plan and timeline for each project. *Begin and complete projects for the three programs/sites with the highest needs in Year Two (19-20) *Begin and complete projects at three additional programs/sites in Year Three (20-21)	*Director of MOT *Williams Act Compliance Monitor *Budget needs will vary based on program/site need.	projects are completed by the end of Phase Two.
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Goal 3: Build and maintain community partnerships

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Engage professional artists and community arts organizations to deliver PD for teachers and artist residencies	*Ask CAT and VAPA teachers for list of possible artists and community arts organizations that could provide no-cost or low-cost PD and/or arts residencies within our school district *Utilize LACAC webpage for list of community arts educators *Consult with CAT to determine which artists or organization would be the best fit for our community. *Contact artists and organizations to seek their services *Schedule, recruit participants, and hold PD sessions.	*VAPA Leads *VAPA Teachers	By the end of Phase Two, we would have partnered with at least two artists or organizations to provide PD or an arts residency at two sites.

Goal 4: Establish and maintain the Community Arts Team

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Establish student arts leadership committee Plan and conduct ongoing implementation & assessment	*Create jobs and responsibilities for student arts leadership committee *Ask VAPA Teachers for student nominations *Review nominations with CAT and create student committee *Secure meeting venue and transportation for students *Hold quarterly meetings and share minutes with CAT	*CAT *VAPA Teachers *\$250 budget for refreshments for student committee meetings	*By the end of Phase Two, the Student Arts Leadership Committee would be formalized and have met quarterly to provide student input to the work of the CAT.

D. Implementation Plan: Phase Three (Years 4-5)

STRATEGIC DIRECTION ONE: Build a district and community-wide culture that provides equitable access to the Visual and Performing Arts (VAPA) for all students.

Goal 1: Communicate and advocate for the value of the arts to the board and community

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
Board sets expectation that arts will be taught during the school day at the elementary school level and includes the arts as a graduation requirement.	<ul style="list-style-type: none"> *Reach out to LACAC district liaison for list of districts who have adopted similar board policies. *Draft a sample board policy to be reviewed by Cabinet members *Utilize Cabinet members' feedback to revise policy that adheres to their recommendations 	<ul style="list-style-type: none"> *VAPA Coordinator *LACAC District Liaison *Cabinet members 	<ul style="list-style-type: none"> *By the end of Phase Three, the board will adopt an arts education policy that recognizes the importance of the arts and communicated the expectation that the arts will be taught during the school day at all sites. *Policy also includes arts as a graduation requirement.

STRATEGIC DIRECTION TWO: Provide high-quality Visual and Performing Arts curriculum and instruction to prepare students for college and career.

Goal 1: Establish VAPA college and career pathways

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
<p>*Develop arts pathway 4-year programs</p> <p>Expand college arts course access to students</p>	<p>*Continue to hold collaborative meetings with all stakeholder groups to develop VAPA Pathways</p> <p>*Finalize VAPA Pathways handbook</p> <p>*Research VAPA course offerings at neighboring community colleges, especially Compton College.</p> <p>*Meet with Compton College representatives to discuss VAPA courses that are open to LUSD student enrollment</p> <p>*Work with VAPA teachers to communicate course offerings and provide enrollment assistance to interested students.</p>	<p>*VAPA Coordinator</p> <p>*CTE Coordinator</p> <p>*High School Administrators</p> <p>*High School Counselors</p> <p>*Secondary VAPA Teachers</p> <p>*Cost of substitutes (\$186 per teacher per day)</p> <p>*Printing of handbook for all secondary counselors and administrators</p> <p>*Compton College representative</p>	<p>*A clearly articulated 4-year arts pathways for each arts discipline is established at both of our comprehensive high schools and an accompanying VAPA Pathways Handbook</p> <p>*Students are able to have dual enrollment at Compton College and receive course credit at both institutions.</p>

Goal 3: Build teacher capacity through ongoing, high-quality VAPA professional development

Action(s)	Tasks	Point Person(s) & Budget Implications	Measurable Outcomes
<p>Provide PD in arts integration for elementary school administrators</p> <p>Provide VAPA PD for secondary school administrators</p>	<p>*Work with ArtsEd Collective to develop a half-day PD for administrators by grade levels (elementary and secondary)</p>	<p>*VAPA Coordinator</p> <p>*Director of Elementary Education</p> <p>*Director of Secondary Education</p> <p>*Arts Ed Collective</p> <p>*Cost for consulting with Arts Ed Collective</p>	<p>*By the end of Phase Three, all elementary school administrators would have received a PD session on arts integration and how they can support their teachers' efforts in the classroom.</p>