

# Redondo Beach Unified School District

## Visual and Performing Arts (VAPA) Strategic Plan 2008-2014

### **Background**

In the spring of 2007, the Redondo Beach Unified School District's Board of Education approved the district's participation as an "Arts for All" school district. Arts for All is part of a 10-year strategic plan, developed by the Los Angeles County Arts Commission, designed to restore dance, music, theatre, and visual arts to the classroom, within the school day, in Los Angeles County, as well as provide technical assistance to school districts to build their capacity to provide arts education. Arts for All districts create the infrastructure to support a high-quality, sequential K-12 arts education program by agreeing to support five identified critical success factors:

1. An arts education policy adopted by the school board
2. An arts education plan adopted by the school board
3. A district level arts coordinator
4. An arts education budget of at least 5% of the district's total budget
5. A student to credentialed arts teacher ratio no higher than 400:1

The Redondo Beach Arts for All Committee was developed to encompass a broad representation of district leadership, teaching staff, community members, arts organizations, school board members, parents, and students. An arts education planning coach, Yael Silk, worked with the committee and helped facilitate meetings, along with Annette Alpern, Assistant Superintendent of Instructional Services, and Jane Diehl, school board member. The committee met from September through April of the 2007-08 school year. During that time, the committee developed a vision, made recommendations for board policy changes (see Board Policy 6142.6), and developed a long-range strategic plan for coordinated arts education in the Redondo Beach Unified School District.

### ***Current status***

Based on data collection from site administrators, teachers, and students, as well as committee discussions, the following represents the current status of our K-12 arts education program:

- Vocal music is provided in grades 1-5 by music specialists (although two music specialists do have CA teaching credentials). There is no dedicated vocal music teacher at either middle school. There is currently a part-time credentialed vocal music teacher at RUHS.
- Instrumental music is provided in grades 4-8 by two full-time, and one part-time, credentialed music teachers. There is one credentialed instrumental music teacher at RUHS.
- Visual arts are provided K-12 through parent trained docents thru Hands on Art. Credentialed art teachers are found primarily at RUHS and Shores.
- Theatre is currently provided by one teacher at RUHS.
- Dance is offered on a part-time basis by a P.E. credentialed teacher at RUHS.
- There is limited arts-focused professional development occurring K-12.
- Professional performances occur primarily at elementary school sites.

- There are limited written curricula, textbooks, and resources at the K-8 level.
- There are some specifically dedicated facilities in which to teach and learn the arts. Varies by site.

### *Phase I Priorities*

- Strengthening the district’s music program
  - Developing curricula and student assessments
  - Creating a sequential K-12 program
- Hiring a VAPA Coordinator
- Securing sustainable funding

### **Practical Vision**

By 2014, we envision that RBUSD’s Arts Program will include...

- Qualified K-12 VAPA educators who receive ongoing professional development
- VAPA accessibility for ALL K-12 students
- Public recognition as an exceptional arts district
- Appropriately designed, equipped, and funded dedicated facilities
- Arts as K-12 core and sequential curriculum
- Career connections through VAPA education
- Sustained district support and leadership
- Ongoing strategic VAPA planning

### **Strategic Directions – an overview**

The goals and initiatives in this plan support **three strategic directions** that represent key components to a quality arts education program: content, infrastructure, and sustainability.

- 1. Content** includes pedagogy, curriculum, student assessments, and the professional develop necessary to support the arts education program.
- 2. Infrastructure** includes personnel, facilities, equipment/materials, and partnerships within and outside the district.
- 3. Sustainability** includes a VAPA policy, funding, advocacy, communication, district leadership, and program evaluation.

**Strengths and Challenges**

<b><i>Strengths: momentum toward our vision</i></b>	<b><i>Challenges: forces resisting our new direction</i></b>
<ul style="list-style-type: none"> <li>• Visual arts and music offered at all school sites and most grade levels Dedicated art educators</li> <li>• Positive first/early arts exposure (Hands on Art)</li> <li>• Instrumental band articulation elementary through high school</li> <li>• All arts disciplines offered at the high school level</li> <li>• High school arts program has been recognized both regionally and by the state</li> <li>• Annette Alpern and Jane Diehl</li> <li>• A community grassroots organization (Friends of the Arts) already exists</li> <li>• City-level cultural effort in place</li> <li>• Community performance opportunities for students</li> <li>• School performances at community events</li> <li>• PTSA reflections showcase</li> <li>• Redondo Beach Art Group – easy access to professional artists</li> <li>• Professional performances at school sites</li> <li>• Partnerships with Music Center and LACMA</li> <li>• Auditorium at high school is of high quality, used by all school sites and community groups</li> </ul>	<ul style="list-style-type: none"> <li>• Conflicting priorities at district and school sites</li> <li>• Schools/district not accountable for the arts</li> <li>• Heavy priorities placed on tested subjects</li> <li>• Administrative and Board turnover</li> <li>• Instructional Services Department is smaller</li> <li>• Uneven parent support</li> <li>• Confusion about how to support talented students</li> <li>• Arts education professional development is not mandated</li> <li>• Overwhelming college requirements</li> <li>• Intensity of high school programs</li> <li>• Up and down state funding pattern</li> </ul>

**Goals and Initiatives:**

*The following goals and initiatives directly respond to identified challenges and capitalize on district strengths...*

**CONTENT: Phase I (September 2008-December 2010)**

**Goal 1: expand curriculum**

- Review and revise existing courses and create new courses (including AP) to meet the UC/CSU "f" requirement
- Create VAPA teacher resource directory
- Design courses for music in middle schools
- Create curriculum for music in elementary schools

- Provide professional development to support arts education K - 12 for teachers and administrators.
- Integrate arts education into core subjects

**Goal 2: design and monitor student assessment**

- Provide K - 12 training and support to create assessments aligned to content standards in music

**Goal 3: provide access for all**

- All K - 8 students participate in music
- Explore options to offer 0 and 7th period classes to provide expanded VAPA classes at middle and high school

**CONTENT: Phase II (January 2011 – June 2012)**

**Goal 1: expand curriculum**

- Integrate visual arts into core curriculum
- Design courses in visual arts, theater, and dance for middle schools.
- Create curriculum in visual arts, theater, and dance for elementary schools.
- Provide professional development to support arts education K - 12 for teachers and administrators.

**Goal 2: design and monitor student assessment**

- Provide K - 12 training and support to create assessments aligned to content standards in visual arts.
- Monitor implementation of K-12 VAPA curriculum assessments aligned to content standards.

**Goal 3: provide access for all**

- All K-8 students participate in visual arts.

**CONTENT: Phase III (July 2012 – June 2014)**

**Goal 1: expand curriculum**

- Integrate theater and dance into core curriculum
- Design courses in visual arts, theater, and dance for middle schools.
- Create curriculum in visual arts, theater, and dance for elementary schools.
- Provide professional development to support arts education K - 12 for teachers and administrators.

**Goal 2: design and monitor student assessment**

- Provide K - 12 training and support to create assessments aligned to content standards in theater and dance.
- Monitor implementation of K-12 VAPA curriculum assessments aligned to content standards.

**Goal 3: provide access for all**

- All K-8 students participate in theater and dance

**INFRASTRUCTURE: Phase I (September 2008-December 2010)**

**Goal 1: create VAPA leadership team**

- Institute arts committee to support implementation of strategic plan
- Collaborate on VAPA coordinator job description
- Hire VAPA Coordinator
- Inst. Services delegates responsibilities to newly hired VAPA Coordinator

**Goal 2: design and monitor district accountability**

- Formalize district arts education goals
- Establish communication and reporting mechanisms between and among the district and all school sites

**Goal 3: orchestrate partnerships and collaborations**

- Enhance existing partnerships (e.g. Music Center) and pursue new collaborations (including professional artists in the classroom)
- Develop plan for vertical teaming K-12
- Implement vertical teaming K-12

**Goal 4: build and redesignate VAPA facilities**

- Identify and promote flexible uses for newly constructed spaces
- Communicate the arts as priority element of the overall bond projects through the district leadership team

**Goal 5: maintain and sustain arts materials and supplies**

- Repair existing and purchase new instruments for middle and elementary schools
- Formalize an instrument loan program for students/families
- Complete a needs assessment and purchase appropriate equipment and materials for the high school VAPA programs

**INFRASTRUCTURE: Phase II (January 2011 – June 2012)**

**Goal 1: create VAPA leadership team**

- Hire credentialed K-12 arts teachers

**Goal 2: design and monitor district accountability**

- Evaluate new communication and reporting mechanisms
- Revise new communication and reporting mechanisms, as needed

**Goal 3: orchestrate partnerships and collaborations**

- Enhance existing partnerships (e.g. Music Center) and pursue new collaborations (including professional artists in the classroom)

### **INFRASTRUCTURE: Phase III (July 2012 – June 2014)**

#### **Goal 1: create VAPA leadership team**

- Hire credentialed K-12 arts teachers

### **SUSTAINABILITY: Phase I (September 2008-December 2010)**

#### **Goal 1: secure sustainable funding**

- Research and apply for government (local, state, federal) and private foundation grants
- Secure new funding from the private sector
- Work with community members to form an arts endowment within the Redondo Beach Education Foundation

#### **Goal 2: create public awareness**

- Showcase student talent and arts learning, possibly utilizing existing events such as PTA Reflections Night or Open House
- Utilize existing communication methods and update parents on the strategic plan, and their children's participation in the arts program
- Research, and disseminate to the public, the benefits of arts education
- Publicize school and community arts activities and events

### **SUSTAINABILITY: Phase II (January 2011 – June 2012)**

#### **Goal 1: secure sustainable funding**

- Research and apply for government (local, state, federal) and private foundation grants
- Secure new funding from the private sector
- Cultivate arts endowment within the Redondo Beach Education Foundation

#### **Goal 2: create public awareness**

- Invite parents to actively participate in the arts

#### **Goal 3: establish permanent arts plan and instruction**

- Evaluate implementation of strategic plan

### **SUSTAINABILITY: Phase III (July 2012 – June 2014)**

#### **Goal 1: secure sustainable funding**

- Research and apply for government (local, state, federal) and private foundation grants
- Secure new funding from the private sector
- Cultivate arts endowment within the Redondo Beach Education Foundation

#### **Goal 3: establish permanent arts plan and instruction**

- Evaluate implementation of strategic plan
- Develop arts plan and program beyond 2014

## Implementation Plan for Phase 1: Content

STRATEGIC DIRECTION: CONTENT	DEADLINE (month, year)	PERSON(S) RESPONSIBLE	PRELIMINARY BUDGET IMPLICATIONS
<b>Goal 1: Expand Curriculum</b>			
Review and revise existing courses and create new courses (including AP) to meet the UC/CSU "f" requirement	January, 2009	Asst. Sup. Instruction, HS Admin. and teachers	\$3,000
Create VAPA teacher resource directory	January, 2009	VAPA Coordinator	\$0
Design courses for music in middle schools	August, 2009	MS Admin., VAPA Coordinator, and VAPA teachers	\$4,500
Create curriculum for music in elementary schools	August, 2009	VAPA Coordinator and Elementary VAPA teachers	\$6,000
Provide professional development to support arts education K - 12 for teachers and administrators	December, 2009	Asst. Sup. Instruction and VAPA Coordinator	\$20,000
Integrate arts education into core subjects	Music: December, 2009	Asst. Sup. Instruction and VAPA Coordinator	see curriculum development and professional development.
<b>Goal 2: Design and Monitor Student Assessment</b>			
Provide K - 12 training and support to create assessments aligned to content standards in music	December, 2009	Asst. Sup. Instruction, VAPA Coordinator, and VAPA teachers	\$18,000
<b>Goal 3: Provide Access for All</b>			
All K - 8 students participate in music	December, 2010	Asst. Sup. Instruction, VAPA Coordinator, Site Administrators, RBTA.	TBD
Explore options to offer 0 and 7th period classes to provide expanded VAPA classes at middle and high school	December, 2010	Asst. Sup. Instruction, VAPA Coordinator, Site Administrators, RBTA.	\$4,000
<b>Subtotal:</b>			<b>\$55,500</b>



## Implementation Plan for Phase 1: Infrastructure

<b>STRATEGIC DIRECTION: INFRASTRUCTURE</b>	<b>DEADLINE (month, year)</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>PRELIMINARY BUDGET IMPLICATIONS</b>
<b>Goal 1: Create VAPA Leadership Team</b>			
Collaborate on VAPA coordinator job description	July, 2008	Arts for All Committee, Instructional Services & Human Resource Depts.	\$500
Hire part time (60%) VAPA Coordinator	September, 2008 – December, 2010	Human Resource & Instructional Services Depts.	\$137, 500 (including benefits)
Instructional Services delegates responsibilities to newly hired VAPA Coordinator	September, 2008	Instructional Services & VAPA Coordinator	0
Institute arts committee to support implementation of strategic plan	September, 2008	Asst. Sup. Instruction, VAPA Coordinator	\$7200 (all phase 1 committee meetings)
<b>Goal 2: Design and Monitor District Accountability</b>			
Formalize district arts education goals	June, 2008	Board of Education, Arts for All Committee	0
Establish communication and reporting mechanisms between and among the district & all school sites	December, 2008	VAPA Coordinator	0
<b>Goal 3: Orchestrate Partnerships and Collaborations</b>			
Develop plan for vertical teaming K-12	April, 2009	VAPA Coordinator, teachers, administrators, Inst. Services	0
Enhance existing partnerships (e.g. Music Center) and pursue new collaborations (including professional artists in the classroom)	June, 2009	VAPA Coordinator & appointed committee	\$50,000
Implement vertical teaming K-12	September, 2009	VAPA Coordinator, teachers, administrators, Inst. Services	\$10,000
<b>Goal 4: Build and Redesignate VAPA facilities</b>			
Identify and promote flexible uses of newly constructed spaces	September, 2008	Arts Committee, Site Administrators , VAPA Coordinator (once hired); Hired Architectural & Contracting Firms	0
Communicate the arts as a priority element of the overall bond projects through the district leadership team	Ongoing	Arts Committee, VAPA Coordinator	0

**Goal 5: Maintain and Sustain Arts Materials and Supplies**

Repair existing and purchase new instruments for middle and elementary schools	September, 2008	Principals, Asst. Sup. Instruction	\$25,000
Formalize an instrument loan program for students/families	April, 2009	VAPA Coordinator, Instrumental Music Teachers	\$500
Complete a needs assessment and purchase appropriate equipment and materials for the high school VAPA programs	December, 2008	VAPA Coordinator, RUHS VAPA Teachers	\$30,000

**Subtotal: \$260,700**

## Implementation Plan for Phase 1: Sustainability

<b>STRATEGIC DIRECTION: SUSTAINABILITY</b>	<b>DEADLINE (month, year)</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>PRELIMINARY BUDGET IMPLICATIONS</b>
<b>Goal 1: Secure Sustainable Funding</b>			
Secure new funding from the private sector	January, 2009	VAPA Coordinator	0
Work with community members to form an arts endowment within the Redondo Beach Education Foundation	December, 2010	VAPA Coordinator	0
Research and apply for government (local, state, federal) and private foundation grants	Ongoing	VAPA Coordinator, Arts Committee	0
<b>Goal 2: Create Public Awareness</b>			
Publicize school and community arts activities and events	December, 2008	VAPA Coordinator, Principals	0
Showcase student talent and arts learning, possibly utilizing existing events such as PTA Reflections Night or Open House	May, 2009	VAPA Coordinator	\$3,000
Utilize existing communication methods and update parents on the strategic plan, and their children's participation in the arts program	Ongoing	VAPA Coordinator, PTA, Principals	0
Research, and disseminate to the public, the benefits of arts education	Ongoing	VAPA Coordinator, Arts Committee	0

**Subtotal:                   \$3,000**

**Sept. 2008-Dec. 2010 Total:       \$319,200**

## **Arts for All Committee Members (2007-08)**

Annette Alpern  
Assistant Superintendent, Instructional Services – Redondo Beach Unified School District

Toni Artiga  
Visual and Performing Arts Department Chair – Redondo Union High School

Robert Briggerman  
Assistant Principal – Adams Middle School

Eric Buchen  
Instrumental Music Teacher – Adams Middle School

Molly Colton  
Instrumental Music Teacher – Parras Middle School

Stephani Conniff  
Community Member

Lisa Crawford  
Vocal Music Specialist – Washington and Madison Elementary Schools

Jane Diehl  
Board Member – Redondo Beach Unified School District

Georgette Gantner  
Community Member – Redondo Beach Art Group

Jay Jayasiri  
Student – Redondo Union High School

John LaRock  
Cultural and Performing Arts Manager  
Recreation and Community Services Department, City of Redondo Beach

Samantha Leddel  
Principal – Lincoln Elementary School

Gerel Santiago  
Language Arts Teachers – Parras Middle School

Alexis Sheehy  
Community Member, Former Deputy Superintendent Burbank USD

Elsie Shigeta-Perra  
5<sup>th</sup> Grade Teacher – Alta Vista Elementary School

Yael Silk  
Arts For All Coach – Redondo Beach Unified School District

Debbie Smith  
Visual and Performing Arts Teacher – Redondo Union High School

Michelle Solley  
Parent – Hands on Art

Megan Stieritz  
Student – Redondo Union High School

Sallie Tahajian  
Principal – Parras Middle School