

**Temple City Unified School District
5-Year Arts Education Plan
2017-2022**

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Temple City Unified School District Mission

Temple City Unified School District will provide a rigorous comprehensive education in a nurturing environment that embraces the diversity of all students

Vision for Arts Education

Temple City Unified School District (TCUSD) first became an Arts for All school district in 2009 with a commitment to develop a strategic plan for arts education. In 2017 a new plan was generated to meet current needs with the following vision elements to guide the plan.

In 5 years the district would like to see the following in place as a result of implementing the plan for arts education:

- A collaborative community and professional partners
- Visual and Performing Arts (VAPA) enrichment excursions
- A district VAPA facilitator
- Dedicated VAPA on-site spaces, materials, and equipment
- A public VAPA venue in Temple City
- Ongoing VAPA staff professional development (PD)
- Sustainable and varied VAPA funding
- An interdisciplinary cohesive K12 arts curriculum
- A comprehensive K-12 extracurricular arts programming

ARTS FOR ALL TEMPLE CITY STRATEGIC ARTS PLANNING-2017

Practical Vision for Temple City Quality Arts Education

Guiding question: **If all things were possible, what do we want to see in 5 years as a result of the Temple City 2017 arts plan?**

Collaborative Community and Professional Partners	Visual and Performing Arts (VAPA) Enrichment Excursions	District VAPA Facilitator	Dedicated VAPA On-Site Spaces, Materials, Equipment	VAPA Venue	Ongoing VAPA Staff Professional Development	Sustainable and Varied VAPA Funding	Interdisciplinary Cohesive K12 Arts Curriculum	Comprehensive K12 Extracurricular Arts Programming
<p>Connect to community through art involvement</p> <p>Public Art for schools and Temple City community</p> <p>Permanent local art appreciation programs</p> <p>Build connection w/ professionals + art organizations, museums, theaters, colleges, internships</p> <p>Artist in Residence presentations</p> <p>Relationships with community groups to increase awareness of arts</p>	<p>Travel for exposure for arts enrichment</p> <p>Experiences outside Temple City</p> <p>Community sponsored educational arts travel</p>	<p>Position for District Arts Coordinator to overview VAPA across schools</p> <p>Dedicated grants writer</p> <p>VAPA liaison for K-12 curriculum coordination</p> <p>Ongoing meetings of district arts team</p> <p>All stakeholder communication i.e. District Board, Chamber of Commerce</p> <p>District and city wide arts meetings</p>	<p>Enhance “maker’s spaces” to include art resources in all areas</p> <p>Dedicated arts spaces for all VAPA disciplines at all schools</p> <p>Update equipment in all VAPA classrooms</p>	<p>District Performing Arts Venue</p> <p>Updated auditoriums at elementary sites to support performing arts</p> <p>Permanent physical arts space <i>at all sites</i></p>	<p>Resources for teacher support</p> <p>Supplemental arts support staff</p> <p>Team teaching</p> <p>Visiting professionals</p> <p>Collaboration toward VAPA goals</p> <p>Ongoing content specific meetings or breakout sessions that are relevant to all</p>	<p>Corporate sponsorship for arts activities</p> <p>Funding for all arts areas</p> <p>Grants writer</p> <p>Support existing programs</p> <p>District per site financial and academic support</p>	<p>K12 scope and sequence for arts experiences and learning</p> <p>Art-Music-Theater-Dance at elementary levels</p> <p>Expand art offerings – set design, costume, stage make up</p> <p>Comprehensive K-12 theater and fine arts curriculum</p> <p>Collaborative arts programming across all schools</p> <p>Arts magnet schools</p> <p>Arts as literacy</p> <p>Art and Character Education</p> <p>VAPA access for all students</p>	<p>Final product and production with K12 student involvement</p> <p>Elementary performing art programs at each school</p> <p>Cross-aged dance education</p> <p>After-school enrichment opportunities</p> <p>Theater Programs at Oak school</p> <p>VAPA access all students</p>

ARTS FOR ALL TEMPLE CITY STRATEGIC ARTS PLANNING-2017

Temple City Unified School District Community Arts Team (CAT) identifies the strengths to build and challenges to meet in implementing the practical vision for a quality arts education. *Key actions

Strengths Momentum Towards Vision	Challenges Forces Resisting Our Vision
<ul style="list-style-type: none"> • District-wide outstanding vocal-instrumental program 4-12th * • Faculty experienced in visual and performing arts (VAPA) subjects* • 53-year tradition of public performance (annual and summer musical)* • Parental support* • New district leadership values professional development at different levels and school sites, i.e. Arts For All strategic plan, conferences, Technology Enabled Active Learning (TEAL), and other faculty interests* • Support from the Temple City School Foundation booster program* • Drama program at high school level • Extra curricular/summer multidisciplinary (stage craft, choreography, etc.) theater program for elementary and secondary levels • Proficient dance program 7-12 • District-wide public dance concerts • Community appreciation (70% supports the arts) • Comprehensive visual arts program at the high school level • Successful student field trips at secondary and high school levels, i.e., L.A. Music Center. • Effectively developed K-8 excursion program • Potential for dedicated performing arts spaces at the elementary level - Multi-purpose room/cafeterium) • Potential support from the Temple City Council • Strong desire for the construction of a large arts venue • Expertise among the CAT team on developing arts venues • Successful community outreach programs in music (one-day "Giving Bach") • School district prioritizes Science, Technology, Engineering, Arts, and Mathematics (STEAM) • Potential partnerships with art schools in and around Temple City • Passion for completing the arts strategic plan • Evidence of success at the Cloverly elementary (4-6th) of a one-day-a-week fine arts model • Potential investing opportunities, i.e. Career and Technical Education (CTE) grant for pathway academy and high school • Access to specialized arts and literacy as well as external arts teaching resources, i.e. FEBO 	<ul style="list-style-type: none"> • There is no full-time well compensated VAPA coordinator* • Time restrictions for the arts due to academic requirements and standards* • Inconsistent strategy and plan for VAPA at the district level and also among VAPA teachers and staff* • Inconsistent VAPA available for K-8 students* • Limited space and sporadic funds dedicated to the arts, i.e. rebuilding the art supply center* • Non-VAPA teachers are ambivalent about teaching arts in the classroom district-wide* • Lost trust among all stakeholders, i.e. ex-superintendent false promises to parent booster programs* • Non-VAPA school auditorium* • No VAPA community venue* • Extensive testing interferes with VAPA opportunities • Non-effective VAPA curriculum scheduling • Restrictions on VAPA programing opportunities for students • Inconsistent and conflicting District vision (often contingent on economy, leadership, city and state laws, budget, staffing, etc.) • Weak buy-in from non-VAPA elementary school teachers • Limited resources for discrete arts at the elementary level • Inconsistent VAPA exposure and options among all grades • Opportunities for arts integration in the curriculum • Failure to recognize and maximize teacher's strengths in the arts and academics • Hesitancy to schedule team teaching and other opportunities to "think outside the box" for collaboration • Too many competing initiatives • Need for creative problem solving and a holistic approach • Fear of change and failure • Teacher volunteering opportunities might not fall within job descriptions • Unsure how to value processes that exist and allow for growth and transformation • Need to regain community support in the wake of the community bond incidents • Temple City is a small school district • Insufficient funds for VAPA programs (materials and staff) • Comprehensive arts programing are not a funding priority • VAPA teachers responsible for securing curricular and extra-curricular VAPA funding • District and staff used to staff not compensated for volunteer extra time • VAPA staff has been disappointed in the past – need to build trust

Temple City School District
Arts for All Strategic Arts Plan: Strategic Directions
April 19, 2017

QUESTION: What creative and innovative actions can we take to address our challenges and move toward our vision? The Arts for All Visual and Performing Arts (VAPA) Team developed the following Strategic Directions, Actions, and Steps to support Year 1 implementation of their 5 Year Strategic Arts Plan.

A. Strategic Direction: Harness District and Community Resources

Action 1: Partner and Collaborate with Stakeholders

Tasks:

- a. Utilize parent strengths for partnership with teachers
- b. Collaborate with teachers to discover and utilize strengths
- c. Build business partnerships to support VAPA programs

Action 2: Build Awareness and support of Visual and Performing Arts (VAPA)

Tasks:

- a. Build awareness through an arts night “friendraiser” and fundraiser
- b. VAPA kick-off event (Spring Showcase-STEAM)
- c. Fundraising that incorporates showcasing student skills
- d. Partnerships with businesses
- e. Include a vision for VAPA in the Temple City Unified School District mission statement

Action 3: Lobby for a Performing Arts Center in Temple City

Tasks:

- a. Draft a proposed bond measure or parcel tax for VAPA venue only
- b. Start a Go Fund Me page
- c. Solicit alumni donations

Action 4: Leverage External and Internal Resources

Tasks:

- a. Research other VAPA grants
- b. Get more/additional support from community resources
- c. Research and visit other district’s VAPA programs
- d. Research other successful VAPA programs

B. Strategic Direction: Build and Maintain a Sustainable VAPA Environment

Action 1: Establish Transparent and Equitable District Funding

Tasks:

- a. Research and visit other district’s VAPA programs
- b. Research other successful programs
- c. Increase transparency on budgeting and allocation of funds for all VAPA classes and programs

- d. Fund adequate arts supplies at school sites
- e. Establish line of communication with VAPA coordinator, arts teams, school sites, and stakeholders
- f. Identify grants and alternate funding sources
- g. Arts committee defines VAPA resources, equipment, materials, technology, and supplies needed at each school site

Action 2: Design and Maintain Active VAPA Committee

Tasks:

- a. Designate dates for VAPA Committee meetings for the next school year
- b. Professional Development (PD) opportunities to target differentiated individual needs
- c. Survey teachers to identify their vision of VAPA
- d. VAPA PD throughout the year

Action 3: Campaign to hire Personnel

Tasks:

- a. VAPA representative at each school site to assist non-VAPA teachers
- b. Recruit VAPA coordinator to work with and join the Arts Committee

C. Strategic Direction: Maximize VAPA Opportunities for Every Student

Action 1: Promote Equity in VAPA opportunities

Tasks:

- a. Identify and target students with the least access to VAPA
- b. Research elementary instructional models (i.e. itinerant VAPA instructors or departmentalization)

Action 2: Articulate and Implement VAPA curriculum

Tasks:

- a. Build standards base K-12 scope and sequence
- b. Arts related staff development days and activities
- c. Develop standards assessment that incorporates VAPA skills
- d. Move away from STEM to STEAM

Strategic Direction A: Harness District and Community Resources						
1 st Year Actions	Quarter 1 August-October Tasks	Quarter 2 November-January Tasks	Quarter 3 February – April Tasks	Quarter 4 May - June Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Partner and collaborate with stakeholders	Develop and distribute a survey to identify talents and resources	Create arts resource database from survey	Establish connections with interested parties	Connect partners to a specific school, teacher, or program that fits their interest	District and City Funding TBD Arts Team, Parents, Community, and Teachers	Data Base Survey Completion
Build awareness and support for VAPA	Expand Fall Festival at Temple City Park to community wide showcase		Camellia Festival: Revive Art Show	Concerts: Temple City Park, Chalk Walk, Mural	Matt B, Camellia Festival Director, and Arts Team	Increased awareness and support for VAPA
Lobby for Temple City VAPA Center	Explore and develop funding sources	----->	----->	----->	Arts Team	Funding sources identified
	Display information on Arts Center at each VAPA event	----->	----->	----->	Arts Team, VAPA instructors	Arts Center information is displayed at all major district events

Strategic Direction B: Build and Maintain a Sustainable VAPA Environment						
1 st Year Action	Quarter 1 August-October Tasks	Quarter 2 November-January Tasks	Quarter 3 February – April Tasks	Quarter 4 May - July Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Design and maintain active VAPA committee	Designate quarterly dates for VAPA Team meetings; Meet with Arts Team	Meet with Arts Team	Meet with Arts Team	Meet with Arts Team	Ethan, Arts Team	Quarterly meeting with VAPA Team
	Survey teachers to determine their VAPA vision and their professional development needs	Disaggregate survey data	Recommend VAPA professional offerings to Ed. Services	VAPA PD offered	Ethan, Education Services, Arts Team	VAPA professional development needs identified and offered
	Define and fund VAPA supplies	Define arts supply list for each VAPA discipline	Create a protocol for funding requests e.g. teachers go to site→district→TCSF	Seek funds for arts supplies at each school site	Arts Team	Funded arts supplies for each VAPA discipline
Seek BOE approval for VAPA positions	Create a job description for VAPA coordinator, site representative, Grant writer	Request BOE approval for VAPA positions and funding	Identify grants and create proposals to fund VAPA positions	Fly VAPA positions, and interview candidates (pending BOE approval)	Arts Team, Ethan, LCAP, Superintendent	VAPA positions Filled

Strategic Direction C: Maximize VAPA Opportunities for Every Student						
1 st Year Action	Quarter 1 August-October Tasks	Quarter 2 November-January Tasks	Quarter 3 February – April Tasks	Quarter 4 May - July Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Survey VAPA teachers on current and future needs – articulate VAPA scope and sequence</p>	Distribute survey to teachers on needs and interests	Evaluate survey data	Create K-12 sequence standards to highlight and support the arts, common core curriculum, and California Arts Standards	Create a list of key standards for each grade level utilizing “I can statements”	Teachers release time/ Arts Team	Completed scope and sequence with grade level standards and “I can” statements
<p>Develop VAPA goal in District’s LCAP</p>	Meet with District leadership to identify VAPA goal	----->	----->	Include VAPA goal in District LCAP	Ethan, Arts Team, Educ. Services Team	VAPA goal included in District LCAP

Strategic Direction A: Harness District and Community Resources						
Phase 2 Actions	Semester 1 August/December 2018-2018 Tasks	Semester 2 January/ June 2018-19 Tasks	Semester 3 August/December 2019-2019 Tasks	Semester 4 January/ June 2020-2020 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes
Partner + Collaborate w/ Stakeholders	Add parent survey to registration process	Add data to arts resources database from Year 1	----->	----->	Arts Team, Parents, School site registrars	Teachers partner + collaborate with stakeholders
	Research and Identify businesses and corporations for sponsorship	Contact and solicit business and corporations	Develop partnerships to support VAPA	----->	Arts Team	Designation of business and corporate sponsors to support VAPA programs
Build Awareness and Support for VAPA	Brainstorm and define VAPA kickoff event/fundraiser for Fall 2019	Designate committee to plan fundraiser event	Hold Fundraiser event	Count \$\$\$\$	Event cost TBD Arts Team, event subcommittee	Fundraiser Event
Lobby for Temple City VAPA Center	Explore and develop funding sources	----->	----->	----->	TBD	Founding towards VAPA Arts Center
	Display Arts Center info at all VAPA events	----->	----->	-----	TBD	Increased awareness for need of VAPA center
Identify + model successful VAPA programs	Research and assess successful VAPA programs	----->	Engage with a consultant for direction + implementation of TC VAPA program	----->	TBD Consultant fee, Arts Team, Ethan, District Leadership	Successful TC VAPA Program development

Strategic Direction B: Build and Maintain A Sustainable VAPA Environment						
Phase 2 Action	Semester 1 August/December 2018-2018 Tasks	Semester 2 January/ June 2018-19 Tasks	Semester 3 August/December 2019-2019 Tasks	Semester 4 January/ June 2020-2020 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes
Provide VAPA Professional Development (PD)	Create teacher survey for VAPA PD needs	Evaluate survey data and share with district’s leadership	Develop PD opportunities for inclusion in summer offerings	Offer VAPA PD opportunities for summer	TBD –in house, Education Services Department Ethan, Arts Team	Availability of VAPA PD offerings
Campaign to designate new VAPA personnel	Research and write job description for VAPA Site Representatives	Lobby for VAPA Site Rep stipend	Request Board Of Education (BOE) approval for VAPA Site Representative positions + stipends	Fly VAPA Site Representative positions (pending BOE approval)	7 sites @ \$2,500 each = \$17, 500 VAPA Team Ethan, District Leadership	VAPA Site Representative in place at each site
Define and fund VAPA equipment technology/resources	Define VAPA equipment/technology and resources at all sites	Pair needs with available business+ corporate partnerships	Create protocol for funding + resource requests	Allocate acquired resources	Arts Team	Equipment, technology and resources available for each VAPA discipline

Strategic Direction C: Maximize VAPA Opportunities for Every Student						
Phase 2 Action	Semester 1 August/December 2018-2018 Tasks	Semester 2 January/ June 2018-19 Tasks	Semester 3 August/December 2019-2019 Tasks	Semester 4 January/ June 2020-2020 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes
<p>Revisit VAPA goal in District LCAP</p> <p>Articulate and generate buy-in for VAPA scope and sequence</p>	<p>Meet w District Leadership to revisit VAPA goal</p> <p>Share sample VAPA scope + sequence with all stakeholders; develop presentations to guide implementation</p>	<p>-----></p> <p>Deliver scope + sequence presentations to teachers at school staff meetings</p>	<p>-----></p> <p>Teachers implement scope and sequence</p>	<p>-----></p> <p>Survey VAPA teachers on scope + sequence implementation</p>	<p>TBD</p> <p>Ethan and Arts Team</p> <p>Educ. Services, Ethan, Arts Team</p>	<p>Inclusion of revised VAPA goal in LCAP</p> <p>Buy-in for VAPA scope and sequence</p>

Strategic Direction A: Harness District and Community Resources						
Phase 3 Actions	Semester 1 August/December 2020-2020 Tasks	Semester 2 January/ June 2021-21 Tasks	Semester 3 August/December 2021-2021 Tasks	Semester 4 January/ June 2022-2022 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes
Partner + Collaborate w/ Stakeholders	Update data base + share with teachers and admin	Evaluate parent survey to determine if it meets current needs + revise as needed	----->	----->	Arts Team	Evolving resource list Developed for ongoing use
Lobby for Temple City VAPA Center	Explore and develop funding sources--->	----->	----->	----->	Arts Team	Funding towards VAPA Arts Center
	Display information on Arts Center at each VAPA event->	----->	----->	----->	Arts Team	Increased awareness for need of VAPA center
Develop a model VAPA programs	Continue to Engage a consultant as needed	----->	----->	----->	Arts Team, Ethan, Educ. Services	Successful TC VAPA Program development
	Arts Team + Arts Coordinator develops and implements TC VAPA program	----->	----->	----->	Consultant fee, Arts Committee, Ethan, District Leadership	

Strategic Direction B: Build and Maintain A Sustainable VAPA Environment						
Phase 3 Action	Semester 1 August/December 2020-2020 Tasks	Semester 2 January/ June 2021-21 Tasks	Semester 3 August/December 2021-2021 Tasks	Semester 4 January/ June 2022-2022 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes
<p>Assess needs for equipment, supply + technology for each VAPA discipline</p> <p>VAPA Professional Development for teachers</p>	<p>Teachers evaluate current resources and needs at each SITE</p> <p>Survey + adjust teacher VAPA PD needs; develop PD opportunities for inclusion in summer offerings</p>	<p>Pair needs with available business + corporate partnerships</p> <p>Offer PD for inclusion in summer</p>	<p>-----></p> <p>Survey + adjust teacher VAPA PD needs; develop PD opportunities for inclusion in summer offerings</p>	<p>-----></p> <p>Offer PD for inclusion in summer</p>	<p>Arts Team, Ethan, Site Admin</p> <p>Arts Team and Educational Services Budget TBD</p>	<p>Available equipment technology/resources for each VAPA discipline</p> <p>Strong annual PD offerings</p>

Strategic Direction C: Maximize VAPA Opportunities for Every Student						
Phase 3 Actions	Semester 1 August/December 2020-2020 Tasks	Semester 2 January/ June 2021-21 Tasks	Semester 3 August/December 2021-2021 Tasks	Semester 4 January/ June 2022-2022 Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes
Revisit VAPA goal in District LCAP	Meet w District Leadership to revisit VAPA goal	Update VAPA goal in LCAP	Meet w District Leadership to revisit VAPA goal	Update VAPA goal in LCAP	Ethan, Educational Services. Site Administrators	Goal in District LCAP is maintained
Promote Equity in VAPA opportunities	Develop tools to identify students w/ least access to VAPA	Identify students w least access to VAPA	Deliver opportunities to identified students	----->	Ethan, Educational Services, Personnel	Greater equity in VAPA opportunities
		Develop targeted interventions to attract these students to VAPA opportunities	Secure staff and PD funding to meet identified needs	----->	Arts Team, Ethan, Site Admin	Successful VAPA instructional model for elementary
Explore VAPA Assessment	Research elementary instructional models	Identify elementary instruction model to meet district and student needs	Research standards based VAPA assessment	Determine need for standards based VAPA assessment	Ethan, Educational Services, Site Administrators	VAPA assessment plan defined

Temple City Strategic Planning Arts Team
 Arts Team Leader: Ethan Stocks -
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Last Name	First Name	Site	Position	Background
Alonzo	Dave	Longden	SDC	Theater, Dance
Antonio-Teets	Marlo	TCHS	Instructional Tech Specialist	Dance
Arrighi	Katie	Oak	7th Grade ELA	Dance, Colorguard
Byers	Matt		Elementary Music	Music
Chang	Aaron	TCHS	Admin	Design
Ferntheil	Kristi	TCHS	Math	Math
Gaffney	Michele	TCHS	Drama	Drama
Henderson	Lacey	Emperor	6th Grade	Musical Theater, Dance
Kidd	Lisa	TCHS	Art	Art
Lee	Michelle	Oak	Electives	
Shore	Kirsten	La Rosa	3rd Grade	Music, Theater, Media, Art
Stocks	Ethan	DO	Admin Arts Co Ordinator	Theater, Film
Tenney	Lynn	Cloverly	6th Grade	
Keelin	Kathy	Community Member		Art
Frymer	Sherry	Community Member		Theater
Takeda	Suzy	Community Member		

Arts for All Strategic Planning Coaches
 Adela Vangelisti, Dorit Cypis