

Torrance Unified School District
Strategic Arts Plan for 2021-2026 (Updated June 9, 2022)

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The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and Torrance Unified School District. In 2020-2021 a group of stakeholders from the district-formed a planning team that worked with Arts Ed Collective Coaches, Sandy Seufert and Allegra Brown, and worked to create this Strategic Arts Plan.

Los Angeles County Department of Arts and Culture - Arts Education Collective

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County’s 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Department of Arts and Culture, formerly

called the Los Angeles County Arts Commission, offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. LACountyArtsEdCollective.org

District History of Arts Education

TUSD Range of Arts Instruction				
Cross Section Across School Levels*				
	Other Arts Instruction	Elementary School (ES) Discrete Instruction from Arts Educators	Middle School (MS) Discrete Instruction from Arts Educators	High School (HS) Discrete Instruction from Arts Educators
Music	<ul style="list-style-type: none"> Teacher Created Cross-curricular Units (ES, MS, HS) Choir (ES) 	<ul style="list-style-type: none"> 4th/5th general music Pull out band Instrumental: ukulele, recorders, keyboards 	<ul style="list-style-type: none"> Music Appreciation Beginning Band Intermediate Band Advanced Band Orchestra Vocal Music 	<ul style="list-style-type: none"> Beginning Choir Intermediate Choir Advanced Choir PE Band Marching Band Percussion Ensemble Drumline Jazz Band Orchestra Wind Ensemble
Visual Arts	<ul style="list-style-type: none"> Adventures in Art (ES, MS) Journey Through Art (MS) Teacher Created Cross-Curricular Units (ES, MS, HS) 		<ul style="list-style-type: none"> Fine arts Ceramics 	<ul style="list-style-type: none"> Digital Journalism
Media Arts	<ul style="list-style-type: none"> Teacher Created Cross-Curricular Units (ES, MS, HS) 		<ul style="list-style-type: none"> Drama 	<ul style="list-style-type: none"> Fine Arts Ceramics Art (1-4) Visual Production Art
Theater	<ul style="list-style-type: none"> Teacher Created Cross-Curricular Units (ES, MS, HS) 			<ul style="list-style-type: none"> Intro to Media & Design Graphics Communication Newspaper Yearbook Photography
Dance	<ul style="list-style-type: none"> Teacher Created Cross-Curricular Units (ES, MS, HS) P.E. Units (ES) Teacher Created Cross-Curricular Units (ES, MS, HS) 			<ul style="list-style-type: none"> Drama Play Production Theater Management
				<ul style="list-style-type: none"> Dance

*School level descriptors are not reflective of instructional opportunities at every school site.

Committed to guiding students in discovering and developing their own creativity and the ability to appreciate and respect the creative expression of others, Torrance Unified School District (TUSD) has provided many visual and performing arts opportunities for K through 12 students. With the completion of four state-of-the-art performing arts centers at each high school, students have been given a venue to share the arts with the community. The performances and other arts activities, varying across schools, are made possible through cultural arts partnerships with the district and volunteer committees funded by the community, PTSA, and other organizations. Such partnerships have enabled students to participate in events such as the annual Armed Forces Parade in addition to performing at Carnegie Hall.

TUSD has offered a wide range of arts instruction. Music and visual arts instruction, at 100% and 90% of the schools respectively, are most prevalent. Another area of the arts, media arts, has emerged as a fast-growing discipline. Doors have been opened for students to choose from four CTE Visual and Performing Arts Pathways for careers in the arts, most evident at the high school level, where students have the ability to sequentially build on arts skills. At the elementary level, TUSD is challenged with variance in the Visual and Performing Arts programs across sites. Four music instructors support 17 elementary sites. This foundational challenge in elementary arts education is a factor in the difficulties both middle and high schools face in maintaining and growing their arts programs. Despite funding and equity challenges in arts instruction across school levels and quadrants, the dynamic arts educators

in TUSD have persevered. With renewed energy, the district is now including the arts as an offering during summer school and has partnered with the Los Angeles Arts Ed Collective to develop a Strategic Arts Plan. Putting students first, TUSD is dedicated to developing a Visual and Performing Arts program that ensures equity, creativity, awareness, and innovation for all K through 12 students.

Project Background

Project Background

In the 2019-2020 school year, TUSD gathered data for the Annual Report for the Visual and Performing Arts. The report revealed a dedicated effort from the district, focused on providing the best arts instructional opportunities for all K through 12 students. Also apparent was room for growth. Motivated by that awareness, the district's Chief Academic Officer and Director of Curriculum supported efforts for TUSD to join the Los Angeles Arts Ed Collective in July 2020 and become part of a cohort of districts dedicated to supporting arts education. With the partnership, TUSD was eligible to receive coaching to support long term implementation of arts education, develop a 5-year Strategic Arts Plan, and apply for the Advancement Grant Program in the future.

Why Now?

Amidst a world-wide pandemic, when the world was experiencing great upheaval, TUSD's Arts Team realized that from crisis comes opportunity and innovation. The current reality was that the last CAASPP scores from 2019 showed populations of students performing below standard in TUSD. A reality from research was a 2012 study from the National Endowment for the Arts demonstrating how low performing SES students receiving high levels of arts educational experiences outperformed other low SES students not receiving the same experience. A growing reality was the increasing social emotional needs of students throughout the pandemic year and the potential opportunity for innovative ways to support those needs. The current reality was a need in TUSD for a comprehensive visual and performing arts program with equal access to arts instruction for students across sites and grade levels.

Process

In December 2020, the TUSD Arts Team began its first meetings to review arts data, noting trends and insights. Meetings were facilitated virtually by Sandy Seufert and Allegra Brown from the Los Angeles Arts Ed Collective. The Technology of Participation facilitation method was used, allowing all voices to be heard, promoting the discovery of commonalities that emerged into patterns representative of the diversity of the team. The TUSD Arts Team included the voices of the VPA Teachers who attended multiple meetings, sharing ideas for the development of strategic directions to create the vision of arts education in TUSD. They gave insight into the strengths and challenges for TUSD arts education. Key actions, grounded in the experiences of the VPA Teachers, helped form the strategic directions. A series of nine meetings led to the development of the 5-year Strategic Arts Plan.

Torrance Unified School District Mission Statement

Mission Statement

The Torrance Unified School District strives to ensure that each and every student is educated and prepared to succeed in life. We are dedicated to maximizing individual potential and developing lifelong learners who will be contributing members in a global society.

LCAP Goals (2021-2024) and Plan Alignment

Goals	Actions and Services
<p>Goal 1: Ensure that all students have equitable access to and are successful within a rich variety of rigorous, and standards-aligned set of learning opportunities that promote college and career readiness and preparation for a productive future as citizens in global society.</p>	<p>1.1 - Ensure strong instruction for all students by focusing on strengthening grade level and content area Professional Learning Communities (PLC's). (Strategic Direction 3, Goal 1)</p> <p>1.3 - Ensure all students have sufficient instructional materials by providing adequate quantities of texts and other materials. (SD 2, Goals 1 and 2)</p> <p>1.4 - TUSD will ensure students are college and career ready through articulated counseling and supports in grades 6-12 (SD 1, Goal 1)</p> <p>1.7 - TUSD will successfully prepare all students for college and career by providing pathways to acceleration and open access. (SD 1, Goal 1)</p> <p>1.10 - TUSD will provide equitable access to arts education for all students in a sequential, articulated program that includes visual art, dance, music, theater, and media arts. (SD 3, Goal 1)</p>
<p>Goal 2: All underperforming student groups will meet or exceed standards in a rigorous curriculum that includes English Language Arts and math, science social studies, and other disciplines such as career technical education, fine arts, and physical education</p>	<p>2.2 – Continue to provide site specific intervention support and staffing to ensure success for students including during the school day, beyond the bell, and extended opportunities for all students. (SD 3, Goals 1 and 2)</p> <p>2.4 – TUSD will provide additional staffing, professional development, materials and technology/licensing to all schools to support the current intervention model with an emphasis on ELA, reading, math, and technology focusing on English Learners and other underperforming subgroups specific to site determined supplemental needs. (SD 2, Goals 1 and 2)</p>
<p>Goal 3: Implement an effective, cohesive, and sustainable professional development model that maximizes the conditions of learning for all students, while implementing California Standards, Next Generation Science Standards, ELD Standards and other performance standards for grades K-12 including the effective recruitment and development of teachers.</p>	<p>3.1 - Continue to develop, strengthen, and sustain our Professional Learning Communities (PLC). (SD 2, Goal 2; SD 3, Goal 1)</p> <p>3.12 – Establish Diversity, Equity and Inclusion (DEI) vision and core values and professional development plan that support the well-being, sense of belonging, and socio-emotional health of all students. Promote high levels of learning and support for growth for all students, with a focus on narrowing achievement gaps and increasing underrepresented student enrollment in the highest-level courses. (SD 3, Goal 1)</p>
<p>Goal 4: Provide a school environment which establishes physical safety, cultivates emotional security, and facilitates responsible decision making where students feel connected and engaged in school.</p>	<p>4.1 - TUSD will provide direct social-emotional supports for students. (SD 3, Goal 1)</p> <p>4.2 - To promote emotional security and engagement, TUSD will encourage a sense of belonging as students continue through elem. school and then enter the middle school and high school. (SD 2, Goal 2)</p>
<p>Goal 5: Improve parent outreach across TUSD and all school sites to be inclusive of consistent communication especially for significant and underperforming subgroups, by providing further opportunities where parents can contribute and benefit.</p>	<p>5.1 - Improve home to school communication with parents and continue to seek their input at all sites. (SD 1, Goal 2)</p> <p>5.3 - Provide guidance for individual sites to provide parent ed. opportunities that align with targeted population parent needs and opportunities for parents including academic strategies, college and career, and wellness. (SD 1, Goal 3)</p>

Goal 6: Implement effective strategies to address the Learning Loss, Socio-Emotional and Re-Engagement needs of students due to Covid.

- 6.1 – Provide in-school and at-home supports to increase student learning. (SD 1, Goal 1)
- 6.2 – Provide extended school year and extended school day supports. (SD 1, Goal 1)
- 6.3 – Provide additions to socio-emotional supports and re-engagement opportunities for students. (SD 3, Goal 1)

Executive Summary

Vision for Arts Education

On February 2, 2021, and on February 23, 2021, a group of District Administrators and members of the Visual and Performing Arts Faculty met and answered the question: “If all things were possible, what would we want to see in arts education in our District as a result of our plan?” Below are the Vision Elements of that group collaboration. The full documentation of this work is found in the Appendix.

Rich and Connected community arts resources	Dedicated, consistent funding and district support for the arts	Student-centered, culturally relevant, and responsive teaching and learning in the art	Collaborative arts integration PLCs	Visible, intentional showcasing of the arts	Vertically aligned, standards-based arts education	Prepared, skillful students
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Strengths and Challenges

On February 23, 2021, a group of District Administrators and members of the Visual and Performing Arts Faculty met to look at the **Strengths and Assets** moving the district forward toward the **Vision** and **Challenges** that are blocking progress. The group was divided into different art form areas and here are the responses with priority indicators. Each Asterix represents a vote of priority whereby each member had five votes in the Strengths and then Challenges category

Strengths and Assets in the District Moving us Forward		
Visual Arts and Media Arts	<ul style="list-style-type: none"> ● Opportunity to offer Drawing Class** ● Collaboration within department*** ● Annual Celebration of the Arts at North High School* 	<ul style="list-style-type: none"> ● Art shows through the year - “Java Drama”, Celebration of the Arts Torrance High School*** ● Community art shows and contests like Visions of Unity*****
Music	<ul style="list-style-type: none"> ● Art Festivals***** ● Great communication and collaboration** ● Opportunity to have music ● Vigorous parent booster support***** ● All District Music PLC***** ● PTA Support* ● K-5 Funding for MusicFirst Classroom and support for our programs virtually*** 	<ul style="list-style-type: none"> ● Weekly Arts Meetings* ● Connections and exposure in school to culture through athletics and other events ● Annual Joint Band Show* ● Approval of Field Trips* ● Planning a District-wide high school honors choir****
Dance	<ul style="list-style-type: none"> ● TUSD Joint Show*** ● PE Credit 	
Theatre	<ul style="list-style-type: none"> ● Performing Arts Center** ● Performing Arts CTE Pathway - Theatre** ● Collaboration among teachers at school site, and across the District**** ● West High School Fine Arts Assembly 	<ul style="list-style-type: none"> ● West High School Celebration of the Arts* ● Celebration of the Arts at West - Honoring Arts is our link to the past and our gift to the future* ● District-wide workshops ● Admin support of the VPA program at West has been crucial to our success
General	<ul style="list-style-type: none"> ● This VPA PLC opportunity!* (to be part of the arts planning process) ● Talented teachers!** ● Creation of Performing Arts Centers. Now we need to maintain and sustain them.* ● Fine Arts Assembly at West High School** ● District executives who value the arts** ● Collaboration across disciplines - musicals, “Java Drama” at Torrance High School* 	<ul style="list-style-type: none"> ● Virtual Learning providing more access to students to better presentations* ● Site admin support*** ● Administrators that have knowledge about music!! Coming from schools that lacked that. I can’t tell you how huge it is! Thank you for supporting the arts! ● VPA site and District PLC meetings

Challenges in the District that Block our Progress		
Visual Arts and Media Arts	<ul style="list-style-type: none"> ● Transportation costs for field trips ● Resources for state and national Art competitions ● Deeper connects with colleges and Art Schools* 	
Music	<ul style="list-style-type: none"> ● Students not being able to take more than one elective at the Middle School*** ● Student enrollment in Choir Classes** ● Pressure to begin foreign language in the 7th or 8th grade*** ● Availability of instruments for band** ● Lack of understanding/support in the importance of arts education**** ● Lack of funding. No District funds allocated to the school sites to support music**** ● Room availability/logistics* ● Inequity throughout the District ● Updating performing equipment and resources (new music, choir risers, sound shells)* ● Underutilization of staff talents ● Counselors not understanding our programs and what an important role they play in enrollment**** 	<ul style="list-style-type: none"> ● Lack of investment in elementary music programs (this is coming from a high school teacher who sees the impact of music programs at elementary/middle on high school)**** ● Lack of comprehensive general music curriculum at the elementary level compared to other areas of the US where music classes are multiple times a week*** ● Resistance to add more sections, even when there is a demand** ● Role of music. Last minute music performance requests. Not seeing the academics in music. Not a babysitting class.** ● Funding needed for all schools to purchase new music every year*** ● No District paid piano accompanists ● Ability to budget (yearly) for future needs: sheet music, accompanists, travel, clinicians, basic needs for a music program, etc.****
Dance	<ul style="list-style-type: none"> ● No dance at Torrance High School ● Each school has different socio-economic issues 	
Theatre	<ul style="list-style-type: none"> ● So many electives* ● It is hard for kids to take multiple art forms**** ● Constricting bell schedule - limited classes students can take* ● No Theatre curriculum for K-8* 	<ul style="list-style-type: none"> ● Lack of funding ● Schedule conflicts don't allow students to stay in VPA program during all 4 years of high school career*
General	<ul style="list-style-type: none"> ● The news for a Visual and Performing Director at each site to manage the Performing Arts Center - like an athletic director* 	<ul style="list-style-type: none"> ● Schedule conflicts don't allow students to stay in VPA program during all 4 years of high school career* ● Representation for the arts in the district - VAPA

	<ul style="list-style-type: none"> ● Prioritizing arts education as an academic discipline as opposed to “extra curricular”** ● Need for more opportunities to showcase the arts (local and nation showcase/competitions)* ● Equipment purchase and maintenance**** ● Hurdles for engaging and employing support staff (technicians, clinicians, specialists) 	<p>Coordinator*</p> <ul style="list-style-type: none"> ● VAPA Coordinator! ● Need a District VPA coordinator ● Communication ● Opportunities for students to explore careers in the arts - post-secondary college/career ● Need professional theatre management for all 4 theatres ● Equitable access to facilities**
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Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Torrance Unified School District Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation. March 30, 2021; April 13, 2021; May 5, 2021

1. Strategically Transform a Community that Celebrates the Arts

- Goal 1: Create Arts Advocates**
- Goal 2: Expand Arts Collaboration**
- Goal 3: Increase the Visibility of the Arts**
- Goal 4: Build Career Connections**

2. Build Essential and Equitable Infrastructure for the Sustainable Success of the Arts

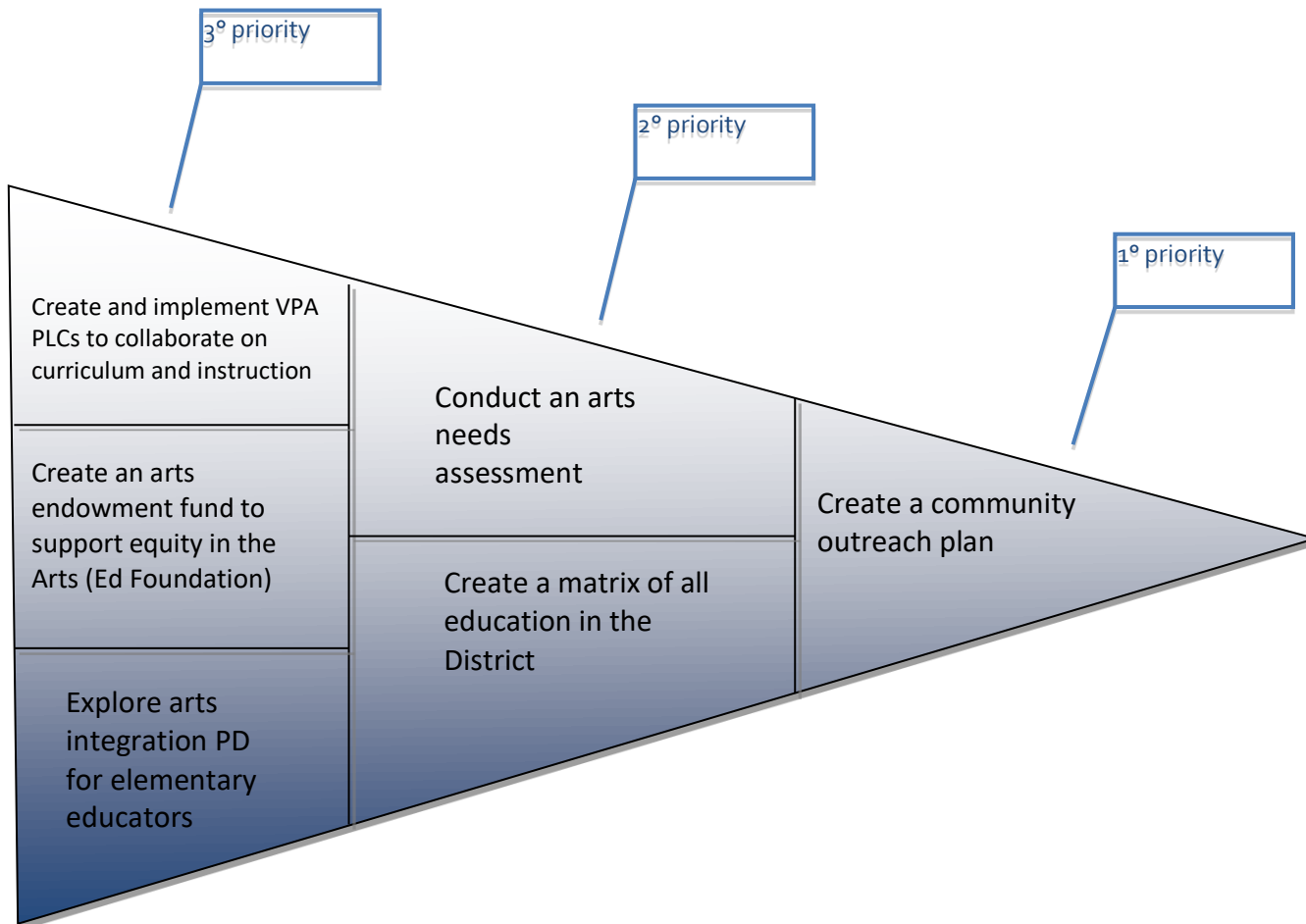
- Goal 1: Lead and Vision at the District Level**
- Goal 2: Expand Participation and Strengthen Instruction**
- Goal 3: Provide Equitable and Sustainable Funding**

3. Provide Accessibility to Innovative Arts Curriculum and Instruction

- Goal 1: Build Teacher Capacity**
- Goal 2: Grow Sequential Arts Programs**

District Priorities

The TUSD Arts Planning Team reflected on strategic priorities to launch their Strategic Arts Plan, starting in Phase 1 (2021-2022). These actions support information gathering and the creation of systems to support a long-term plan to support arts education in the district.



Phase One 2021-2022

Strategic Direction 1: Strategically Transform a Community that Celebrates the Arts

Goal: Build Career Connections

Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Evaluate current arts pathways	<ul style="list-style-type: none"> ● Research arts pathways at other districts ● Create and implement a student survey, MS/HS continuum ● Conduct evaluation of current programs ● Conduct a gap analysis ● Create a subcommittee to continually gather and review results 	VPA teacher group Elementary music teachers Principals/Assistant Principals	Sub time or afterschool pay (general funds)	An analysis with a recommendation Survey results

Goal: Increase the Visibility of the Arts

Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Showcase student artwork and performances in public spaces	<ul style="list-style-type: none"> ● Set cross articulation meeting with Visual Arts Teachers ● Maximize art displays on bulletin boards in District Office ● Invite Visual Arts Teachers to create digital showcase ● Research ways to show student performance videos and visual art slideshows in District video screens 	Director of Curriculum and Instruction Public Relation Officer	No budget implications	Visual Arts Digital Showcase plan in place

Goal: Expand Arts Collaboration				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Engage Quadrant feeder schools in the Band, Choir, and Dance Festivals	<ul style="list-style-type: none"> MS and HS invite Quadrant feeder schools to festivals Set internal calendar for events Advertise dates internally and externally Investigate possibilities of live streaming (as potential way to generate more revenue) Explore use of app (ie: Counter to track participation) 	HS and MS Performing Arts Directors Supporting site-based Administrator	No budget implications	Calendar of Festivals Participation rates
Goal: Create Arts Advocates				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Inform and build arts advocates	<ul style="list-style-type: none"> Communicate the results of the data to key stakeholders Hold regularly scheduled meetings (District VPA/VPA 4x5) to solicit input from stakeholders Work with parent booster groups to share information Explore ways to do arts presentations to the School Board Share at LCAP advisory input meetings 	Director of Curriculum and Instruction Principals 4 x 5 Chair Music Directors, Department Chairs	No budget implications	One Sheet of gaps and opportunities Arts Presentations at Board Meetings Archive of communications to key stakeholders

Phase One 2021-2022

Strategic Direction 2: Build Essential and Equitable Infrastructure for the Sustainable Success of the Arts				
Goal: Provide Equitable and Sustainable Funding				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Apply to Advancement Grant	<ul style="list-style-type: none"> Survey VPA teachers for program needs Complete grant application 	Director of Curriculum and Instruction	No budget implications	Grant Awarded
Goal: Expand Participation and Strengthen Instruction				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Create plan to align and increase MS VPA courses with HS	<ul style="list-style-type: none"> Gather Middle School VPA teachers to brainstorm list Create a list of “must haves” for middle school VPA courses Review budget implications of “must haves” Gather MS and HS dept chairs and counselor representatives to design cross articulation Share articulation practices in 4x5 and PLCs (Professional Learning Communities) Create plan for recruitment efforts 	Department Chairs MS and HS Counselor Representatives	Sub/Hourly Pay (General Fund)	Document created to support MS arts articulation to HS Report of recommendations Recruitment plan in place
Goal: Lead and Vision at the District Level				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Create a matrix of arts education in the district	<ul style="list-style-type: none"> Compile district data on course offerings for Elementary and Secondary 	Director of Curriculum &	No budget implications	A report of strengths and gaps in course offerings

	<ul style="list-style-type: none"> Review online data from other districts/counties Assess student enrollment and completion in secondary VPA courses Include a list of community arts partners, extended learning, etc. 	Instruction		Report of recommendations
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Phase One 2021-2022				
Strategic Direction 3: Provide Accessibility to Innovative Arts Curriculum and Instruction				
Goal: Grow Sequential TK-12 Arts Curriculum and Programs				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Begin to explore best practices in Social Emotional Learning and Culturally Responsive Teaching	<ul style="list-style-type: none"> Include SEL and CRT discussion points in VPA PLCs Speak with other District VAPA coordinators on their best practices 	Director of Curriculum and Instruction	No budget implications	List of recommended practices and resources
Goal: Build Teacher Capacity				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Research different elementary arts integration PD options	<ul style="list-style-type: none"> Conduct needs assessments - "Who is already doing good arts programs? What are the needs?" Convene subcommittee of 4 VPA elementary teachers to do research Communicate to elementary teachers that this is in the works 	Director of Curriculum and Instruction; Elem. Principals; Elem. Senior Director	No budget implications	List of potential arts integration options and commitment to one program

Phase Two 2022-2024

Strategic Direction 1: Strategically Transform a Community that Celebrates the Arts

Goal: Build Career Connections

Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Create or expand arts internships	<ul style="list-style-type: none"> ● Make a list of arts internships ● Identify student populations that would benefit ● Contact local arts agencies ● Distribute list to counselors and VPA teachers ● Create a flyer for students by late Winter ● Create MOU or get Board approval for partnerships ● Ensure alignment with CTE/Dual Enrollment internship programs 	Director of Curriculum and Instruction	No budget implications	<p>A list of arts internship sites</p> <p>Increased number of students in arts internships</p>
Strengthen current arts pathways (ongoing)	<ul style="list-style-type: none"> ● Implement program changes according to gap analysis ● Evaluate arts pathways on a consistent basis ● Create a subcommittee to continually gather and review results ● Continue MS/HS Student survey 	<p>VPA teacher group</p> <p>Elementary music teachers</p> <p>Principals/Assistant Principals</p>	Sub time or afterschool pay (general funds)	Report with recommendations
Leverage community partnerships	<ul style="list-style-type: none"> ● Ask partners to participate in college and career days, guest speaking, and assemblies ● Create assessment tool to measure efficacy ● Explore connecting alumni in the arts to speak ● Collaborate with alumni active in the industry 	<p>Director of Curriculum and Instruction</p> <p>4 x 5 VPA Committee</p>	No budget implications	<p>Videos</p> <p>Participation rates</p> <p>Survey results</p>

Expand peer to peer student coaching	<ul style="list-style-type: none"> ● Share guidelines with teachers ● Create a rationale and purpose document ● Recruit Juniors and Seniors and train them in student mentoring 	Director of Curriculum and Instruction 4 x 5 VPA Committee	After school compensation hourly pay (general fund/student achievement)	Increased participation in year over year analysis Rationale and purpose document Guidelines document
Research best practices in Alumni tracking/connections	<ul style="list-style-type: none"> ● Contact other districts that have established strategies for gathering and tracking Alumni info 	Department Chairs and team	No budget implications	List of active Alumni willing to support District VPA
Goal: Increase the Visibility of the Arts				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Inclusion of VPA in the District Communication Plan	<ul style="list-style-type: none"> ● Create a list of district social media accounts ● Coordinate with district PR person ● Coordinate with Student ASB to be site coordinators ● Create communication guidelines ● Highlight the Arts in the State of Education Communication ● Arrange Good Neighbor Letter to highlight VPA Schedules and Programs ● Enlist Elementary and Secondary principals to share arts-related information to PR officer ● Create a VPA calendar on district website 	Director of Curriculum and Instruction Chief Academic Officer Public Relation Officer Principals	No budget implications	Site-based communication established through ASB and Student Council VPA included in District communications Communications Guidelines Document Good Neighbor Letter VPA calendar on website
Track participation rates at VPA events	<ul style="list-style-type: none"> ● Review lists, will call and ticket sales ● Review High School ASB sheets (online ticket sales) ● Convene Admin and VPA to discuss strategies for tracking participation (Elementary and Middle School) 	School Site Administrators ASB Director	No budget implications	Report on year over year participation with recommendations

	<ul style="list-style-type: none"> Review quarterly reports from ASB 	Accountants		
Continue to showcase student artwork and performances in public spaces	<ul style="list-style-type: none"> Continue cross articulation meetings and PLCs (monthly) with Visual Arts Teachers Rotate school sites, quadrants, and school levels on art displays, video screens and on bulletin boards in District Office Curate and Implement student performance videos and visual art slideshows in district video screens 	Director of Curriculum and Instruction Public Relation Officer	No budget implications	Visual and Performing Arts Digital Showcase plan in place
Goal: Expand Arts Collaboration				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Continue ES, MS and HS Festivals in each Quadrant	<ul style="list-style-type: none"> Continue to host festivals that include Quadrant feeder schools Maintain and advertise internal calendar for events, internally and externally Use live streaming (as way to generate more revenue) Continue to use app and evaluate participation Include arts performances in elementary school events (e.g., Open House nights) Create arts contests 	HS and MS Performing Arts Directors Supporting site-based Administrator	No budget implications	Calendar of Festivals Participation rates
Explore Festivals for elementary schools	<ul style="list-style-type: none"> Create a District Festival Committee, including elementary Discuss with elementary committee about how to conduct festivals (perhaps multiple simultaneously with a shared theme) Set internal calendar for events Advertise dates internally and externally Investigate possibilities of live streaming (as potential way to generate more revenue) 	4 x 5 VPA Committee Elementary music teacher representatives Elementary administrator representatives	Hourly Pay as needed (General Budget)	Initial plan in place for elementary participation

Research and implement theme based visual art projects across all elementary schools	<ul style="list-style-type: none"> ● Research similar work being done in other Districts ● Select art projects/lessons ● Pilot art lesson with select classroom teachers or parent volunteers ● Gather and share student work on digital platforms ● Research donations for student prizes 	<p>Director of Curriculum and Instruction</p> <p>EMB-ELA Resource Teacher</p>	No budget implications	<p>Lesson archive</p> <p>Student work shared on digital platforms</p>
Goal: Create Arts Advocates				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Continue to inform and build arts advocates	<ul style="list-style-type: none"> ● Communicate the results of the data to key stakeholders ● Hold regularly scheduled meetings (District VPA/VPA 4x5) to solicit input from stakeholders ● Work with parent booster groups to share information ● Explore ways to do arts presentations to the School Board ● Share at LCAP advisory input meetings 	<p>Director of Curriculum and Instruction</p> <p>Principals</p> <p>4 x 5 Chair</p> <p>Music Directors, Department Chairs</p>	No budget implications	<p>One Sheet of gaps and opportunities</p> <p>Arts Presentations at Board Meetings</p> <p>Archive of communications to key stakeholders</p>

Phase Two 2022-2024

Strategic Direction 2: Build Essential and Equitable Infrastructure for the Sustainable Success of the Arts

Goal: Provide Equitable and Sustainable Funding

Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Apply to Advancement Grant (annually)	<ul style="list-style-type: none"> Survey VPA teachers for program needs Complete grant application 	Director of Curriculum and Instruction	No budget implications	Grant Awarded
Support Principals to create line items for the arts in their LCAP and SPSAs	<ul style="list-style-type: none"> Principals' meeting Individual LCAP site meetings Share LCAP and Arts Strategic Plan Share processes that involve leadership in school communities 	Director of Curriculum and Instruction Director of State and Federal Projects	No budget implications	Sustainable site-based funding for the arts with goals
Research and explore and arts endowment fund to support equity in the arts (Ed Foundation)	<ul style="list-style-type: none"> Create an endowment fund task force/team (parent volunteers, teachers, etc.) Share Strategic Arts Plan with Ed Foundation Create a list of priorities for fundable needs Share plan to Ed Services Team and complete Friday Memo Get on agenda for Principal's meetings 	Ed Foundation representative Director of Curriculum and Instruction	No budget implications	Plan in place to create an Arts Endowment Fund
Create a yearly budget to request funding	<ul style="list-style-type: none"> Site-budgets aligned to LCAP goals that include the arts Ed Services Team to present to Cabinet and the Board Make specific asks based on survey data and one-sheet of gaps and opportunities 	Ed Services Team	No budget implications	Sustainable funding for existing arts programs

Goal: Expand Participation and Strengthen Instruction				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Hire arts staff and purchase arts materials and equipment	<ul style="list-style-type: none"> ● Purchase art materials and equipment according to Year 1-2 recommendations ● Hire as necessary according to Year 1-2 recommendations, based on attrition or school site funding 	Director of Curriculum and Instruction Human Resources Cabinet	Site-based funds	New hires in place Resources purchased and distributed
Implement plan to align and increase MS VPA courses with HS	<ul style="list-style-type: none"> ● Implement highest needs in gap analysis from Year 1, according to recommendations for “must haves” for middle school VPA courses ● Gather MS and HS dept chairs and counselor representatives to continually examine cross articulation ● Share articulation practices in 4x5 and PLCs (Professional Learning Communities) ● Monitor success of student recruitment efforts ● Monitor success of newly implemented courses and/or programs ● Promote HS arts programs to MS feeder schools 	Department Chairs MS and HS Counselor Representatives	Sub/Hourly Pay (General Fund)	Document created to support MS arts articulation to HS Report of recommendations Recruitment plan implemented
Create plan for aligning ES with existing MS and HS articulation	<ul style="list-style-type: none"> ● Gather Elementary School VPA teachers to brainstorm list ● Establish an Articulation Committee ● Create a list of “must haves” for ES VPA courses ● Review budget implications of “must haves” ● Gather ES MS and HS dept chairs and counselor representatives to design cross articulation ● Share articulation practices in 4x5 and PLCs (Professional Learning Communities) 	Elementary VPA Teachers Department Chairs	Sub/Hourly Pay (General Fund)	Document created to support ES articulation with existing MS/HS articulation Report of recommendations

Goal: Lead and Vision at the District Level				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Conduct an arts needs assessment	<ul style="list-style-type: none"> ● Create and implement student, teacher, and parent surveys ● Conduct a financial and budget assessment per site ● Review matrix of arts education in the district 	Director of Curriculum and Instruction	No budget implications	Report of strengths and gaps Surveys in place with initial results

Phase Two 2022-2024				
Strategic Direction 3: Provide Accessibility to Innovative Arts Curriculum and Instruction				
Goal: Grow Sequential TK-12 Arts Curriculum and Programs				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Align Music curriculum TK-12 to meet Music Standards	<ul style="list-style-type: none"> ● Formalize Music teacher PLC ● Determine compensation for teachers ● Hold training on Music Standards ● Explore “Music First” to further use TK-5 	Director of Curriculum and Instruction Senior Directors	Sub/Hourly Pay (General Fund)	Vertical curriculum map
Align Art curriculum TK-12 to meet Art Standards	<ul style="list-style-type: none"> ● Formalize Art teacher PLC ● Determine money for stipends ● Hold training on Art Standards ● Explore “Adventures in Art” to further use TK-5 ● Build on “Adventures in Art” in work with local artists 	Director of Curriculum and Instruction Senior Directors	Sub/Hourly Pay (General Fund)	Vertical curriculum map

Support SEL and Culturally Relevant instruction	<ul style="list-style-type: none"> Explore how Ethnic Studies at the HS level could be infused with the Arts Create digital repository of SEL and CRI resources Explore integration with SEL and CRI texts with a Community Arts Partner 	<p>Director of Curriculum and Instruction</p> <p>Senior Directors</p> <p>4 X 5 VPA Committee</p>	No budget implications	<p>Digital repository of SEL and Culturally Relevant Instruction resources</p> <p>Recommendations on how to infuse the new Ethnic Studies course with the Arts</p>
Hire an Artistic Director for one High School	<ul style="list-style-type: none"> Create a job description Secure funds Conduct interviewing and hiring process 	<p>Director of Curriculum and Instruction</p> <p>Cabinet</p> <p>Board</p>	Site-based funds	New Artistic Director in place
Create equity in Visual Arts exposure across Elementary Schools	<ul style="list-style-type: none"> Implement equitable parent funding for the arts across elementary schools (centralize parent resources) Maintain Visual Arts resources for every student 	Director of Curriculum and Instruction	Distribution of grant monies in under-resourced schools	Report of distribution of Visual Art resources
Create equity in Music program across Elementary Schools	<ul style="list-style-type: none"> Convene Music specialists and school leaders to examine scheduling Obtain general education instruments for every student 	Director of Curriculum and Instruction	Distribution of grant monies in under-resourced schools	Report of distribution of Music resources
Goal: Build Teacher Capacity				
Actions	Tasks	Point Persons/Group Responsible	Budget Implications	Measurable Outcomes
Support professional development of VPA teachers	<ul style="list-style-type: none"> Survey VPA teachers for conference and PD needs Secure stipends for conferences and professional 	Director of Curriculum and	Site-based or grant funds	Stipends in place for VPA Teacher conferences

	<p>organization memberships</p> <ul style="list-style-type: none"> • Create space and time for teachers to share lessons learned and resources with peers 	<p>Instruction</p> <p>Senior Directors</p> <p>Principals</p>		
Implement elementary arts integration PD	<ul style="list-style-type: none"> • Host internal/external PD providers • Create a digital repository of arts integration lessons and resources • Explore participation in TEAL (Technology Enhanced Arts Learning from LACOE) 	<p>Director of Curriculum and Instruction</p> <p>Elementary Principals</p> <p>Elementary Senior Director</p>	Sub/Hourly Pay (General Fund)	Calendar of PD offerings

Phase Three 2024-2026

Strategic Direction 1: Strategically Transform a Community that Celebrates the Arts

Goal: Build Career Connections

Actions	Budget Implications	Measurable Outcomes
Launch and promote Arts Internships	No budget implications	Survey results and evaluation
Expand Arts Pathways into Elementary Schools	Undetermined costs for teacher salaries and additional sections	Survey results; report of recommendations
Grow Community Partnerships	No budget implications	List of additional partners
Continue peer to peer coaching	After school compensation hourly pay (general fund/student achievement)	Increased student participation
Continue Alumni connections	No budget implications	List of active Alumni willing to support District VPA

Goal: Increase the Visibility of the Arts

Actions	Budget Implications	Measurable Outcomes
Continue to track participation rates	No budget implications	Participation rate reports
Continue to showcase student artwork and performances	No budget implications; site-based funds	List of events; digital archive

Goal: Expand Arts Collaboration

Actions	Budget Implications	Measurable Outcomes
Continue Arts Festivals in each Quadrant and build level alike VPA collaborative shows	No budget implications	Visual and Performing Arts in Person/Digital Showcase plan in place

Initiate theme-based art projects across elementary schools	No budget implications	Digital archive of lessons; digital showcase of student artwork across elementary schools
Goal: Create Arts Advocates		
Actions	Budget Implications	Measurable Outcomes
Continue to inform and build arts advocates	No budget implications	Arts Presentations at Board Meetings; Archive of communications to key stakeholders

Phase Three 2024-2026		
Strategic Direction 2: Build Essential and Equitable Infrastructure for the Sustainable Success of the Arts		
Goal: Provide Equitable and Sustainable Funding		
Actions	Budget Implications	Measurable Outcomes
Create and implement the arts endowment fund to support equity in the arts (Ed Foundation)	No budget implications	Fund in place with dedicated point persons; grant monies secured
Apply to the Advancement Grant (annually)	No budget implications	Grant awarded
Continue to support arts in LCAPs and SPSAs district-wide	No budget implications	All district sites including the arts in their SPSAs
Continue yearly arts budget	No budget implications	Budget created and adopted
Goal: Expand Participation and Strengthen Instruction		
Actions	Budget Implications	Measurable Outcomes

Hire staff and purchase materials, as needed	General Funds, to be determined	Additional staff and resources in place
Align and increase MS VPA courses with HS	Sub/Hourly Pay (General Fund)	Course matrix showing increased alignment
Implement plan for aligning ES with existing MS and HS articulation	Sub/Hourly Pay (General Fund)	Course matrix showing increased alignment
Goal: Lead and Vision at the District and School Level		
Actions	Budget Implications	Measurable Outcomes
Implement recommendations of the arts needs assessment	General Funds, to be determined	Year-over-year record of actions taken
Update Strategic Arts Plan	No budget implications	Phase 3 plan outlined in more detail; Plans in place to begin planning in 2026

Phase Three 2024-2026		
Strategic Direction 3: Provide Accessibility to Innovative Arts Curriculum and Instruction		
Goal: Grow Sequential TK-12 Arts Curriculum and Programs		
Actions	Budget Implications	Measurable Outcomes
Align Dance curriculum K-12 to meet Dance Standards	Sub/Hourly Pay (General Fund)	Vertical curriculum map
Hire an Artistic Director for one High School	Site Based Funds	One or more Artistic Directors hired
Grow and evaluate SEL and Culturally Relevant Instruction	No budget implications	List of SEL and Culturally Relevant Instruction resources; Teacher and/or Student Survey results

Review equity efforts in Music and Visual Arts instruction and exposure in Elementary Schools	No Budget implications	Report and recommendations
Goal: Build Teacher Capacity		
Actions	Budget Implications	Measurable Outcomes
Implement elementary arts integration lesson study	Sub/Hourly Pay (General Fund)	Meeting agendas; digital repository of arts integration lessons and resources
Continue professional development of VPA Teachers	Site-based or grant funds	Stipends in place for VPA Teacher conferences
Continue elementary arts integration professional development	Sub/Hourly Pay (General Fund)	Calendar of PD offerings
Create a connection between K-12 Arts Teachers/programs by visiting schools in the region	Sub/Hourly Pay (General Fund)	Digital resource of lessons learned

Appendix

On February 23, 2021, the Arts Planning Team of TUSD created this Vision for Arts Education

Rich and Connected community arts resources	Dedicated, consistent funding and district support for the arts	Student-centered, culturally relevant, and responsive teaching and learning in the arts	Collaborative arts integration PLCs	Visible, intentional showcasing of the arts	Vertically aligned, standards-based arts education	Prepared, skillful students
Connecting with local artists (to teach, for assemblies, as speakers etc...)	Arts Initiative Endowment	Culturally relevant dance K-8	VAPA Vertical Articulation PLC	Culminating showcases throughout year that showcase culture and arts	VAPA focus in each grade level span	VAPA college/career pathway presentation
Directory of local artists and arts resources	Ample grants for the arts	Culturally Diverse VAPA Lesson Design	School Site and District Wide Grade Level PLC - Supporting Arts Integration	District-wide Spring Performing Arts or Visual Arts Showcase	Strengthen students' arts foundational knowledge	Secondary/post-secondary VAPA college/career pathway presentation for students/families
Connecting with local businesses and community	District support of the arts - Investment Organizational Support of VAPA	Socio-Emotional Support connection with the arts	K-6 professional development in arts integration	VAPA Displays in hallways and district office	K-12 theater program	VAPA mentors for HS
Students visit community arts centers regularly	Ensure funding for arts equipment and supplies	Students visit community arts centers regularly	Peer to peer model of support	Dance/theater/music performances in the new HS performance spaces	Peer to peer model of support	College/career connections through internships
Teaching artists from local community arts organizations frequent classrooms			Arts teachers collaborate with classroom teachers to integrate subjects with each other		Elementary students have access to all 5 arts disciplines by the time they finish	
			Arts teachers receive professional dev. in their specific art form		Arts are vertically aligned	

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Torrance Unified School District Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation. March 30, 2021; April 13, 2021; May 5, 2021

Strategic Direction 1: Strategically Transform a Community that Celebrates the Arts	
<p>Goal 1: Create Arts Advocates Actions: Create professional development to educate high school counselors Brand the value of the arts beyond the arts (data) for all stakeholders</p>	<p>Goal 3: Increase the Visibility of the Arts Actions: Create a community outreach plan Provide weekly featured schools/artists on District social media/website Develop and coordinate a TUSD VPA calendar to promote and advertise events Build PR of TUSD VPA by further involving TUSD PR Officer Leverage the Good Neighbor Letter to include the Arts schedule Advertise the Arts on social media accounts, school site websites, newspapers, and local cable channel Create an Arts Showcase section for District newsletters Conduct social media outreach</p>
<p>Goal 2: Expand Arts Collaboration Actions: Start up an Elementary level Honor Choir run by TUSD High School Directors Hold whole District VPA Festivals Standardize recruitment for the arts – Arts Week Create more high school level District Festivals Conduct area wide recruiting events with the Elementary and Middle Schools</p>	<p>Goal 4: Build Career Connections Actions: Collaborate with Alumni that are active in the industry Create internships</p>

Strategic Direction 2: Build Essential and Equitable Infrastructure for the Sustainable Success of the Arts

Goal 1: Lead and Vision at the District Level

Actions:

Allocate for an Artistic Director at each high school
Hire a VPA Coordinator
Conduct an Arts needs assessment
Create a matrix of all Arts Education in the District

Goal 3: Provide Equitable and Sustainable Funding

Actions:

Provide funds for Arts PD
Expand District budget to the Arts
Create yearly budget to request funding
Create an arts endowment fund to promote equity in arts funding
Research arts funding at each site (PTA, etc.)
Collaborate with the Ed Foundation

Goal 2: Expand Participation and Strengthen Instruction

Actions:

Build a master schedule conducive the VPA which promotes VPA
Assess master schedule to optimize art classes
Hire MS Choir Teachers
Hire Elementary and Middle School Arts and Music Specialists
Expand Elementary music classes
Protect sections even when they have small class sizes
Expand sections of music when there is demand

Strategic Direction 3: Provide Accessibility to Innovative Arts Curriculum and Instruction

Goal 1: Build Teacher Capacity

Actions:

Offer stipends to conferences and professional organization memberships
Create professional development days for Arts Teachers K-12
Create and implement K-12 VPA PLC to collaborate on curriculum and instruction
Explore arts integration professional development for elementary educators

Goal 2: Grow Sequential TK-12 Arts Programs

Actions:

Align VPA curriculum District wide
Expand the exposure to the arts in Elementary Schools
Develop programs TK-8, consistent with 9-12 programs, to include teachers that match the subject
Create a connection between K-12 Arts Teachers/programs by visiting schools in the region
Align Music curriculum K-12 to meet Music Standards

	Provide an allocation for an Artistic Director at each High School Ensure the Arts consistently to all Elementary students to build on the program and proficiency platforms to further promote the Arts
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Planning Team

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