

# Westside Union School District

## Strategic Arts Plan

### 2019-2024

<b>Table of Contents</b>	
About the Arts Education Collective	Page 0
The District History of Arts Education, and Project Background and District Mission/Core Beliefs	Page 1-3
Executive Summary	Pages 4-9
Year One/Phase 1 Action Plan	Pages 10-15
Phase 2 and 3 Key Actions	Pages 16-17
Appendix	Pages 18-21

The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and Westside Union School District.

In 2018-2019 the a group of stakeholders from the District formed a Community Arts Team worked with Arts Ed Collective Coach, Sandy Seufert, and worked to create this Strategic Arts Plan.

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

## The History of Arts Education and Project Background in WUSD

Westside Union School District (WUSD) was invited to join Los Angeles County's Arts Ed Collective in the spring of 2018. Under the guidance of consultant, Sandy Seufert, the district began the process of developing a five- year strategic arts integration plan in the fall of 2019.

Westside Union School District (WUSD) is located in the Antelope Valley in North Los Angeles County, approximately 60 miles northeast of Los Angeles. The urban-rural district serves the communities of West Lancaster, Quartz Hill, West Palmdale, and Leona Valley. Known for its robust aerospace industry, the Antelope Valley is home to Lockheed Martin, Boeing, Northrup Grumman, Scaled Composites, and BAE Systems who work closely with Edwards Air Force Base and NASA's Dryden Research Center.

The Westside community is quite diverse. Many area residents are upwardly mobile, employed in a wide variety of professions including aircraft construction and testing, space exploration and related skill areas, agriculture, transportation, and allied people services. Large numbers of residents commute to the greater Los Angeles area for employment. However, in many areas of the district, substantial numbers of residents are employed in minimum wage jobs.

Our 9,700 students are served by six neighborhood elementary schools (Esperanza, Leona Valley, Quartz Hill, Rancho Vista, Sundown and Valley View), Transitional Kindergarten through 6th grade, two middle schools (Hillview and Joe Walker), 6th, 7th and 8th grades, and two grade Transitional Kindergarten through 8th grade schools (Anaverde Hills and Del Sur). The district is home to two elementary schools of choice (Gregg Anderson Academy with a STEM focus and the IDEA Academy at Cottonwood with a STEAM focus). Sixth graders at Hillview and Joe Walker are part of 6th grade academies, programs of choice.

Approximately 47% of the district's students are Hispanic; 34% white; 13% African American; 3% Asian; and 2% Filipino. 49% of Westside students were eligible to participate in the National School Lunch program; 6 % are English Learners, and 1.9 % are foster youth. 14.1% receive some form of special education support; while 3% qualify to participate in the district Gifted and Talented program

The WUSD community is very supportive of the arts. The Antelope Valley is home to Cedar Street Theater, Palmdale Playhouse, the Lancaster Performing Arts Center, and many, many visual and performing artists. Since 1972, the district has benefited greatly from the efforts of the West Antelope Valley Education Foundation whose mission is to "supplement the educational curriculum of the Westside Union School District, grades K-8, by creating and implementing additional programs in the Arts, Sciences and Athletics thereby enhancing the development and cultural enrichment of all students and strengthening their potential for success in the future." For nearly 20 years thousands of WUSD and Antelope Valley community members experienced children's theater 'up close and personal' through WAVE's ACME Acting Company. In the midst of the state's financial downturn, the district's, partnership with WAVE allowed it to maintain its middle school art elective programs.

Currently, pockets of arts integration in day-to-day instruction exist in Westside. Art electives, including band and the visual arts, are offered regularly at the district's two comprehensive middle school sites. Each of these sites also offers and extracurricular drama club. The district's band program, particularly at the middle school level, is highly regarded throughout the community. Band is offered for 5th -8th grade at all schools in the district. Additionally, there is a robust ballroom dance program offered at all sites.

At the elementary level, though, access to the arts is very much dependent upon the passions and skillsets of individual staff members. The principal of the district's second elementary school of choice has developed a partnership with Antelope Valley College that has brought an extra-curricular choral program to more than 120 primary students and an instrumental strings program to more than 60 participants. At another school there is the 5th grade classroom in which most science units conclude with a theatrical performance. On the other side of the district, 5th grade students coach 3rd grade students in the style/technique of several well-known artists and the two classrooms host an art show at the end of the unit.

While each of these programs strengthens Westside’s overall program and enriches the lives of the student participants, they are voluntary, and their impact is limited to those who are able to participate. Despite the best of intentions of district staff and community supporters, access to the arts is not equitable. To begin to address the lack of access, supplemental grant funding was used during the 2018-2019 school year to provide two art teachers (one visual arts, one music) for the two elementary sites with the highest percentage of foster, English Learner, and socioeconomically disadvantaged students. The addition of these two staff members has had an extremely positive impact on the instructional programs of these two sites and has underscored the need to build the capacity of staff to create an arts program in which all facets of the arts are intentionally and meaningfully integrated throughout the day-to-day instructional program and accessible to all students. It is the goal of the district to ensure that each and every Westside student have the opportunity to participate in high quality arts programming throughout their educational career in the district.

The strategic planning process, facilitated by our LA County Arts Collective consultant, Sandy Seufert, has generated a great deal of interest and enthusiasm. More importantly, it has shown us that the goal of providing a high quality arts education program for each and every Westside student is achievable if we are intentional in marshaling all available resources to provide more equitable access to a high-quality arts education program for all students.

The goals and activities outlined in the Strategic Art Plan align well with the district’s Local Control and

Accountability Plan (LCAP), particularly Goal 1 (Education for Life and Work) which supports the district’s core instructional program and Goal 3 (Active and Responsible Citizenship) which outlines social emotional supports for students.\*

#### **\*Westside Union School District Local Control and Accountability Plan Goals**

##### **Goal 1:**

Education for Life and Work: Ensure all students are well-equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.

##### **Goal 2:**

Access for All: Provide all students access to a high-quality instructional program and the research-based supports necessary for them to engage fully and meaningfully with the program.

##### **Goal 3:**

Active and Responsible Citizenship: Develop and implement programs that support students’ academic, behavioral, and social-emotional growth and success.

## WUSD Mission, Vision and Vision Statement for the Visual and Performing Arts

### Westside's Mission and Vision

Recognizing the exceptionalism of every child the mission of Westside Union School District is to educate all students to universally high levels of academic competence. We are committed to comprehensive systems of instructional delivery that include research-based best practices to assure this outcome by "pointing the way, providing the path" to success.

Our vision is to graduate students who have acquired the knowledge, skills and attitudes necessary to achieve significant career, educational, civic and personal goals, which will enrich our society as positive role models and responsible citizens.

### Vision Statement for the Visual and Performing Arts

Over the course of the next five years, we would like to develop a K-8 Arts Education Program that provides and supports:

- Intentional arts integration across the curriculum
- Student voice and choice in arts instruction and programming
- High quality professional development for staff and community that is arts-infused and committed to nurturing a growth mindset
- Equitable access to necessary facilities and supplies
- Intentional and meaningful community involvement
- Inspirational exposure to professional artists
- Varied and ample opportunities for students to share the arts
- Art experiences that valued diverse cultural and social perspectives
- District-wide celebration of the arts
- We are responsible for ourselves and accountable to each other
- Individuals have the right to express their views, opinions, and thoughts
- The sense of family and belonging is integral to our lives
- Everyone has the right to preserve his/her dignity
- Each person has the capacity for goodness

**Executive Summary**

**Practical Vision Goals:** The Community Arts Team met and answered the question, “If all things were possible, what would we want to see in five years as the result of our plan in arts education?” The following Goals were created from a brainstorming session based on their vision for WUSD. January 15, 2019) The full Practical Vision document can be found in the Appendix.

Intentional and Meaningful Community Involvement	Accessible and Equitable Facilities and Supplies	Intentional Arts Integration Across the Curriculum	Student Voice and Choice in Instruction and Programs	Inspirational Exposure to Professional Artists
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Varied and Ample Opportunities to Share the Arts	Valued and Diverse Cultural and Social Perspectives	District-Wide Celebration of the Arts – “Jazzed for Art”	Arts Infused and Growth Mindset Professional Development
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**Current Reality**

*On January 29, 2019 The Community Arts Team of Westside Union School District identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for the District.*

Asterisks indicate key actions and priorities identified by the CAT Team  
 (\* = 1 vote, \*\* = 2-3 votes, \*\*\* = 4 or more votes)

Strengths	Challenges
<i>Momentum Towards Vision</i>	<i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> <li>● District support **</li> <li>● Good use of resources</li> <li>● Pockets/models of expertise**</li> <li>● Increase in community arts resources*</li> <li>● After-school arts opportunities</li> <li>● Pockets of dedicated arts spaces on some campuses***</li> <li>● Strong community partnerships</li> <li>● Spirit of innovation***</li> </ul>	<ul style="list-style-type: none"> <li>● Devalued arts within the school day***</li> <li>● Unmotivated and inflexible teachers to implement arts integration</li> <li>● Confusing messaging about arts integration***</li> <li>● Unsystematic and conflicting expectations about arts integration</li> <li>● Unbalanced resources (personnel, space, and materials)*</li> <li>● Uncoordinated leveraging of District talent</li> <li>● Insufficient credentialed pool of arts specialists</li> <li>● Competing District initiatives**</li> <li>● Uncoordinated community resources and partnerships</li> <li>● Devalued and narrow understanding of the arts in social-emotional learning and in the curriculum***</li> <li>● Insufficient communication with parents*</li> </ul>

## Opportunities

### *Untapped Resources*

- Maximize teacher talents\*\*\*
- Find/recruit Visual and Performing Arts Teachers with existing funding (LCAP – Local Control Accountability Plan)
- Find outside funding/grants
- Michael’s donations and other corporate support\*
- Community resources available\*

## Current Reality from Data Review

The district utilized the online Arts Ed Profile from the Arts Ed Collective to review arts education data from neighboring school districts. In addition, the group reviewed the CREATE CA online Arts Education Data Project which shows data for secondary schools throughout California. The CAT team worked in specialized groups to review this data with a focus on capturing additional strengths challenges, and opportunities. The findings from the data review are summarized below:

Data Source	Strengths	Challenges	Opportunities																								
<b>Arts Ed Profile (LA County Data Grades K-12)</b>	<p>For Lancaster, 34.7% responded to the survey. They had visual arts, media arts, music, theater, and dance, as well as afterschool dance and music</p> <p>AVUSD has 92.3 arts specialists/23,905 students (ratio 1/259)</p> <p>WUSD has 7 arts specialists/9,600 students (ratio 1/1,371)</p> <p>Lancaster has 5 arts specialists/15,213 (ratio 1/3,042)</p>	<p>With Westside not yet completing the surveys, other Districts were reviewed.</p> <table border="1" style="margin-left: auto; margin-right: auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th>District</th> <th>Dance %</th> <th>Music %</th> <th>Theater %</th> <th>Visual Arts %</th> <th>Media Arts %</th> </tr> </thead> <tbody> <tr> <td>Saugus</td> <td>40</td> <td>87</td> <td>33</td> <td>73</td> <td>13</td> </tr> <tr> <td>Sulphur</td> <td>30</td> <td>90</td> <td>0</td> <td>90</td> <td>70</td> </tr> <tr> <td>Lancaster</td> <td>4</td> <td>13</td> <td>9</td> <td>26</td> <td>13</td> </tr> </tbody> </table>	District	Dance %	Music %	Theater %	Visual Arts %	Media Arts %	Saugus	40	87	33	73	13	Sulphur	30	90	0	90	70	Lancaster	4	13	9	26	13	
District	Dance %	Music %	Theater %	Visual Arts %	Media Arts %																						
Saugus	40	87	33	73	13																						
Sulphur	30	90	0	90	70																						
Lancaster	4	13	9	26	13																						

Palmdale	13	26	6	71	16
Wilsona				33	
Acton	24	41	35	76	18
Castaic	0	20	20	20	20
Newhall	70	100	10	100	0

Westside has 45% free and reduced lunch while Lancaster has 82%. This may allow them greater resources and support funds.

Challenges that the data point to include the following:

- Funding
- Recruitment
- New teachers/credentialing
- Time and buy-in for collaboration
- Establishing partnerships
- Access
- Westside did not complete the surveys for a full review and comparison

**Arts Ed Data Project**

Looking at the State overview, there are a variety of offerings, mostly in visual arts and music. Reflecting on Westside, there are pockets of strength and room for growth.

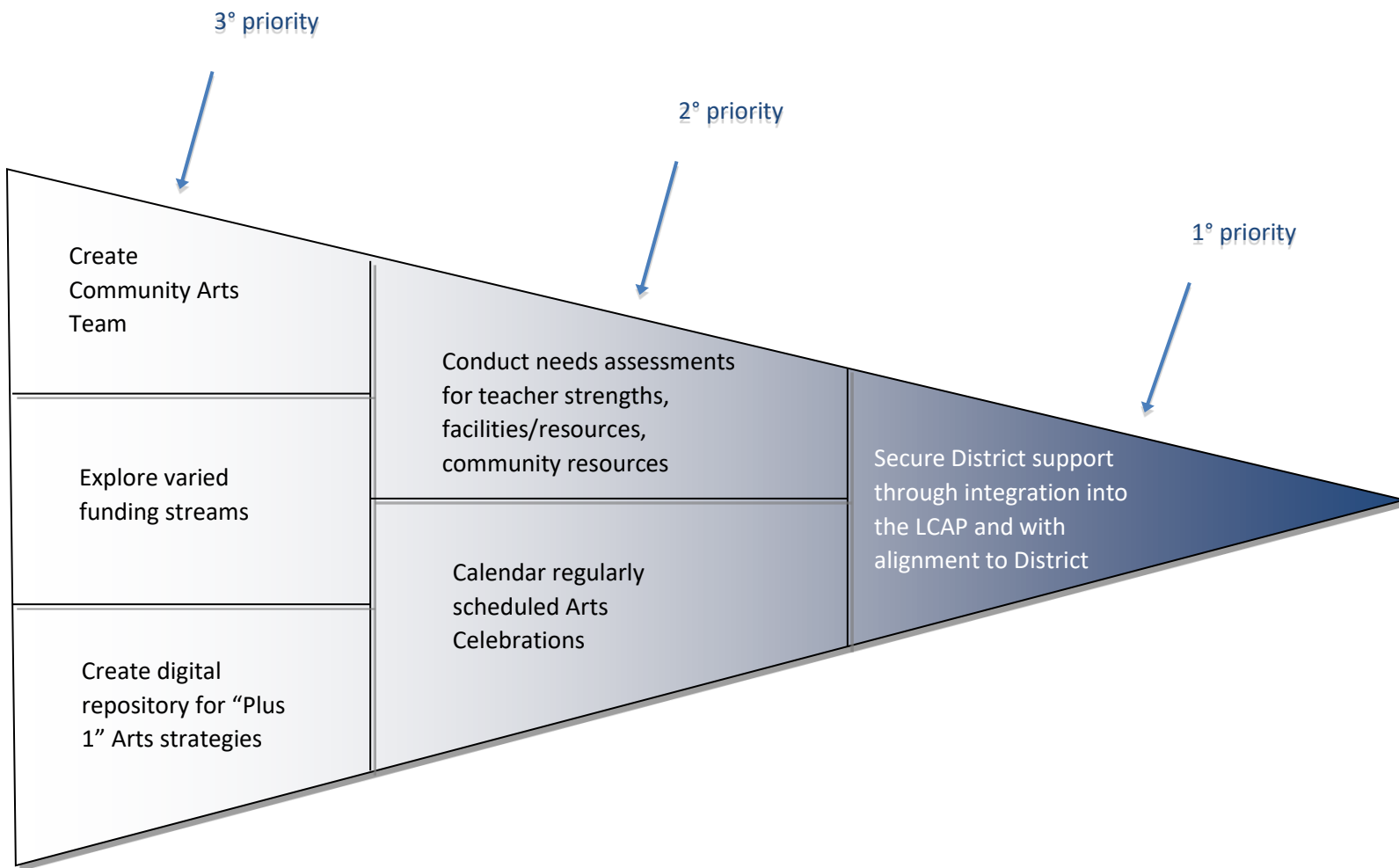
The statewide averages for arts participation include a total of 39% enrolled (17% visual art, 1% music, 4% theater, 2% dance, 6% other)

Statewide average for students engaged in arts education is 39%. In Westsides two middle schools, 26% of students engaged in arts education with 15% in visual arts, 10% in music, and 1-2% in theater). In AVUSD, 39% are engaged in arts education.

<p><b>(Statewide Data Grades 6-12)</b></p>	<p>Looking at the Discipline Dashboard, there seems to be good gender equity in the arts in Westside and visual arts is highly represented. Arts opportunities seem to increase as grade levels increase.</p> <p>AVUSD had the following personnel teaching the arts:</p> <p>3 music; 1 visual arts, 4 theater, and 2 others</p> <p>In reviewing Westside in the Year Over Year Dashboard, there was an overall increase of 7%, theater 6% and other 9.5%</p> <p>In reviewing the Multi-Year Dashboard for Westside, there was a slight increase in visual arts.</p>	<p>Looking at the Discipline Dashboard, most students are taking art in 11<sup>th</sup> or 12<sup>th</sup> grade or in 9<sup>th</sup></p> <p>The arts, in general, are not available for elementary school and for many, they take the arts as an elective or something outside of the core curriculum. In that, they must have room in their schedule in order to have access to arts learning.</p>	<p>There is an opportunity to capture better data (tell a better story) through expanding the District focus to elementary.</p> <p>Another opportunity is through being an Arts Ed Collective District.</p> <p>In exploring the course list/enrollment, band had multiple courses, theater had one, and the fundamentals of arts had multiple courses. An opportunity could be to include the 6<sup>th</sup> grade.</p> <p>In looking at the LA County data for one year, traditional art disciplines are decreasing, perhaps because of the expansion of the “other” category (multi-media?)</p> <p>There could be an opportunity to prepare kids for media arts, etc. at the K-9 level, including the use of new technology tools.</p>
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On 3/5/19, the Westside Union School District Community Arts Team created a list of high priority actions for Year One Implementation



## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Westside Union 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 full Strategic Directions document can be found in the Appendix)

### 1. Embrace a District-Wide Culture for the Arts

**Goal 1:** Provide an Arts Rich Environment

**Goal 2:** Communicate and Advocate the Value of the Arts

### 2. Leverage Community Partnerships and Resources for Sustainability

**Goal 1:** Activate Community Partnerships

**Goal 2:** Secure Funding Streams

### 3. Provide Intentional Support for Teaching and Learning in the Arts

**Goal 1:** Curate Curriculum Resources

**Goal 2:** Provide Intentional Professional Development for Arts Integration

**Goal 3:** Provide District Support for the Arts

Strategic Direction #1: Embrace a District-Wide Culture for the Arts							
1 <sup>st</sup> Year Goals and Actions	Pre-Quarter 1 Tasks May-July	Quarter 1 Tasks Aug – Mid Oct	Quarter 2 Tasks Mid Oct - Dec	Quarter 3 Tasks Jan – Mid March	Quarter 4 Tasks Mid March – June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Provide an Arts Rich Environment</b>							
Action: Plan and implement regularly scheduled school site arts celebrations	Committee calendars celebration dates	Establish criteria and expectations for celebrations  Explore Peer-to-Peer mentoring with local high school students in AVCAC (Antelope Valley Curriculum Articulation Council)	Provide orientation for teachers/admins	Hold arts celebration at each school site	Brief Board of Trustees about arts celebration	Budget: Advancement Grant monies; additional outside funding  Point Persons: Assistant Superintendent of Ed Services; CAT Team Chair	80-90% participation rate for celebrations
Action: Plan and implement district wide “Jazzed for Art” celebration	Procure resources WAVE Local Resources (for example, Walmart, Jo Ann’s, Michael’s, Private businesses)	Determine theme for celebration  Conduct logo competition for Students  Collaborate with Empowering Youth Committee	Develop Entry forms  Establish submission deadlines  Order banner with winning logo  Create merchandise (T-shirts)  Palmdale Kaleidoscope Festival (IDEA @ CW attends)  (sponsors, submissions) Recruit local artists for hands on activities/demonstrations (all disciplines)  Request materials for hands on materials  Sell vendor space (dance studios, etc.)  Put in facilities requests for use of space for arts celebration	Almond Blossom Festival: Outreach  Purchase/order merchandise  Display Banners in schools  Adequate materials  Scheduling of people and activities	Poppy Festival Outreach: Display table  Conduct District wide arts celebration in conjunction with Empowering YOUth  May 2, 2020	Budget: Advancement Grant monies; additional outside funding  Point Persons: Assistant Superintendent of Ed Services; CAT Team Chair  Empowering YOUth Planning Committee	50% student participation  10 vendors participating  Digital Survey Report of Recommendations

1 <sup>st</sup> Year Goals and Actions	Pre-Quarter 1 Tasks May-July	Quarter 1 Tasks Aug – Mid Oct	Quarter 2 Tasks Mid Oct - Dec	Quarter 3 Tasks Jan – Mid March	Quarter 4 Tasks Mid March – June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Communicate and Advocate the Value of the Arts</b>							
Action: Develop Communications Plan		<p>Develop Social Media Hashtag</p> <p>Posted: Monthly art skill - have students design logo for social media</p> <p>TAKE ACTIONS FROM ABOVE</p> <p>Create space on the district website for an arts calendar</p> <p>Antelope Valley FAIR - begin outreach (Jazzed for Arts) - Establish contact with local AV Fair artists/artisans/businesses/vendors</p> <p>Identify Site Level Liaisons to serve as sub-committee - CAT members</p>	Place on the District Website Arts Calendar	<p>Jazzed for Arts: Ongoing Social Media Campaign (amped up- snippets of work)</p> <p>Jazzed for Arts: Pre-Press Release</p>	Jazzed for Arts: Press Release	<p>Budget: No Budget Implications</p> <p>Point Persons: J Bartee, District Web Specialist</p>	<p>Monthly social media post-Jazzed for Arts</p> <p>Completed Communications Plan</p>

Strategic Direction #2: Leverage Community Partnerships and Resources for Sustainability							
1 <sup>st</sup> Year Goals and Actions	Pre-Quarter 1 Tasks May-July	Quarter 1 Tasks Aug – Mid Oct	Quarter 2 Tasks Mid Oct - Dec	Quarter 3 Tasks Jan – Mid March	Quarter 4 Tasks Mid March – June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Activate Community Partnerships</b>							
Action: Create Community Arts Team		Establish committee/CAT: PTA, WAVE, parents, and community representatives on the committee  Curate a list of community Resources  Calendar meetings  Hold first CAT meeting	Hold quarterly CAT meeting  Go over results received from community resources, and make an action plan	Hold quarterly CAT meeting  Review the plan  Design and plan an art vendor fair	Hold quarterly CAT meeting  Revise and revise plan in preparation for phase 2	Budget: Sub-release time for staff in CAT meetings  Point Person: Assistant Superintendent of Ed Services	CAT Meeting sign-in sheets, agendas, and key recommendations  Revised Phase 2 & 3 Implementation Plan  Directory of Community Partners and resources
Action: Explore an Antelope Valley Vendor Fair				Place idea on AVCAC* agenda		Budget: No budget implications  Point Persons: Assistant Superintendent of Ed Services; Antelope Valley Curriculum Articulation Council	Viability report and timeline
Action: Explore ways that parents and community members can support arts education			Work with Superintendent's Advisory to explore ideas for how parents can assist in arts education through turnkey curriculum or other means  Research select turnkey arts curriculum choices	Deliver professional development in arts integration to select parents/community members		Budget: No budget implications  Point Persons: Ed Services Staff	Plan in place to utilize select parents in pilot to teach arts integrated lessons

1 <sup>st</sup> Year Goals and Actions	Pre-Quarter 1 Tasks May-July	Quarter 1 Tasks Aug – Mid Oct	Quarter 2 Tasks Mid Oct - Dec	Quarter 3 Tasks Jan – Mid March	Quarter 4 Tasks Mid March – June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Secure Funding Streams</b>							
Action: Identify and pursue various funding streams		Possible funding streams: Michaels, Joann’s, Lowe’s, Home Depot, Lockheed, Northrop  Apply for Arts Ed Collective Advancement Grant	Grant Writing ->  Research grant opportunities  Submissions complete  Identify CAT Team funding sub-committee  Meet with AVCAC to explore shared funding opportunities and creation of a shared funding/resource Directory			Budget: No budget implications  Point Persons: Ed Services Staff; CAT Sub-Committee	Report on grants received and funding secured  Directory of grant and funding resources
Action: Create a calendar of student artwork as a fundraiser		Create student calendar criteria  Seek local sponsors and fundors for calendar  Find publisher: yearbook, Vista Print, Shutterfly, 4Imprint	Collect student submissions for calendar  Create final product  Presale calendar	District wide fundraising calendar sale	Collaborate with middle school staff members to turn development/sale of calendar to student group(s) for future calendars  Explore possible uses/applications of curated calendar artwork (ie notecards, bags, mugs)	Budget: Seed funding from local sponsors and grants  Point Persons: CAT Team sub- committee	Calendar sales

\*Antelope Valley Curriculum and Articulation Council

- Los Angeles County Office of Education
- CSU-Bakersfield
- Antelope Valley College
- Acton-Agua Dulce School District
- Antelope Valley Union High School District
- Eastside Union School District
- Hughes-Elizabeth Lakes School District
- Keppel Union School District
- Lancaster School District
- Palmdale School District
- Westside Union School District
- Wilsona School District

Strategic Direction #3: Provide Intentional Support for Teaching and Learning in the Arts							
1 <sup>st</sup> Year Goals and Actions	Pre-Quarter 1 Tasks May-July	Quarter 1 Tasks Aug – Mid Oct	Quarter 2 Tasks Mid Oct - Dec	Quarter 3 Tasks Jan – Mid March	Quarter 4 Tasks Mid March – June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<b>Goal: Curate Curriculum Resources</b>							
Action: Create digital repository for “+1” strategies	Create Google Drive for digital repository	TEAL training modules available for CARS team  Music Center team will develop a plan to share learning	Create repository			Budget: sub-release time  Point Persons: Ed Services Staff	Digital lesson repository
<b>Goal: Provide Intentional Professional Development for Arts Integration</b>							
Action:	Send a team to Music Center Summer Arts Studio for Educators Training  Schedule training dates with Arts Ed Collective Coach, Sandy Seufert	Professional Development at Westside Institute around the California Arts Standards and Arts Integration (shared understanding) (Sandy Seufert)				Budget: Funding for summer training; sub-release time  Point Persons: Ed Services Staff	Implementation plan for professional development local at each site  PD calendar  PD sign up through Go Sign Me Up and agendas
<b>Goal: Provide District Support for the Arts</b>							
Action: Secure district support through integration into LCAP and alignment with district initiatives; board adoption	Write goal and action language for LCAP revisions (spring 2019)  Secure approval of LCAP by Board (June 2019)  Adopt strategic Arts plan by Board (June 2019)	Orientation for admin on strategic arts plan at summer management retreat  Have CAT work with Ed. Services to align arts integration goals for professional development with other district initiatives ->				Budget: LCAP Actions  Point Persons: Ed Services Staff	Adoption of LCAP with arts-embedded language and actions  Adoption of District Strategic Arts Plan

<b>1<sup>st</sup> Year Goals and Actions</b>	<b>Pre-Quarter 1 Tasks May-July</b>	<b>Quarter 1 Tasks Aug – Mid Oct</b>	<b>Quarter 2 Tasks Mid Oct - Dec</b>	<b>Quarter 3 Tasks Jan – Mid March</b>	<b>Quarter 4 Tasks Mid March – June</b>	<b>Budget Implications/ Point Person(s)</b>	<b>Measurable Outcomes (Evidence of Success)</b>
Action: Build the capacity for arts integration through intentional hiring practices	Include in job descriptions to have arts experience and background as a “desirable qualification” for new hires					Budget: No budget implications  Point Persons: Human Resources	Percentage of teachers/staff with arts experience and background
Action: Conduct needs assessments (teacher strengths, resources, and facilities, include technology specs for media arts)	Create needs assessments and checklists	Conduct teacher survey during Monday staff meeting	Admin walkthrough of school sites to assess needs and existing facilities for arts  Put in facilities requests for use of space for arts celebration	Complete needs assessment	Report out results of needs assessment	Budget: No budget implications  Point Persons: Ed Services Staff; Community Arts Team	Needs assessment document  90% response rate  Key recommendations



Westside Union School District has created a Five-Year Strategic Arts Plan that addresses Key Strategic Directions, Goals and Actions that fall over three phases. Below are actions that the Community Arts Team identified for priority for Phase 2 (2020-2022) and Phase 3 (2022-2024). An arrow after an Action designates that the Action will continue into Phase 3.

**1. Embrace a District-Wide Culture for the Arts**

**Goal 1:** Provide an Arts Rich Environment

Phase 2 (2020-2022)	Phase 3 (2022-2024)
Action: Hold quarterly theme-based arts celebrations at each school site (Arts Challenge)	Action: Hold bi-monthly theme-based arts celebrations at each school site (Arts Challenge)
Action: Develop/provide after school workshop series →	
Action: Hold bi-annual Arts Nights at each school site (community arts experiences)	Action: Hold tri-annual Arts Nights at each school site
Action: Initiate Peer-to-Peer mentoring with local high schools →	
	Action: Expand general music program K-4 (recorder)

**Goal 2:** Communicate and Advocate the Value of the Arts

Phase 2 (2020-2022)	Phase 3 (2022-2024)
Action: Implement Communication Plan (website, social media, marketing, branding - “Jazzed for Art”) →	
Action: Showcase student VAPA in District buildings/sites →	

**2. Leverage Community Partnerships and Resources for Sustainability**

**Goal 1:** Activate Community Partnerships

Phase 2 (2020-2022)	Phase 3 (2022-2024)
Action: Maintain Community Arts Team (CAT) →	
Action: Hold Antelope Valley Vendor Fair ->	
Action: Explore public banner opportunities (student artwork) in Palmdale, Lancaster, and Quartz Hill →	

**Goal 2:** Secure Funding Streams

Phase 2 (2020-2022)	Phase 3 (2022-2024)
Action: Investigate and secure funding streams →	
Action: Continue Arts Calendar District-Wide Fundraiser →	
Action: Create recognition program for District partners and advocates →	

### 3. Provide Intentional Support for Teaching and Learning in the Arts

#### Goal 1: Curate Curriculum Resources

Phase 2 (2020-2022)	Phase 3 (2022-2024)
Action: Research other districts that are successful in integrating the arts and participate in the Arts Ed Collective cohort →	
Action: Research and budget turnkey curriculum	Action: Implement turnkey curriculum
Action: Strategically align current curriculum with one arts integration strategy (ie: tableau)	Action: Expand use of singular arts integration strategies to additional art forms
Action: Explore and create Social-Emotional Learning (SEL) and arts integration strategies →	
Action: Expand digital repository of arts education resources →	

#### Goal 2: Provide Intentional Professional Development for Arts Integration

Phase 2 (2020-2022)	Phase 3 (2022-2024)
<b>Action:</b> Continue developing learning targets that teacher trainers can implement with teachers and provide support with ongoing coaching →	
<b>Action:</b> Conduct Arts Integration training for teachers through intentional practices of the California Arts Standards →	
<b>Action:</b> Research ways in other districts to use master schedule among partner schools to align the support of traveling Arts Specialists →	
<b>Action:</b> Follow up by recruiting and hiring credentialed teachers or sharing professional development on a larger scale →	
<b>Action:</b> Research high quality professional development in the arts (higher ed, TEAL, Music Center, Getty Center, LACMA, etc.) →	

#### Goal 3: Provide District Support for the Arts

Phase 2 (2020-2022)	Phase 3 (2022-2024)
<b>Action:</b> Provide continual alignment of various initiatives and communicating connections and integration →	
	<b>Action:</b> Begin discussing possibility of Arts being on a standards based report cards
<b>Action:</b> Hire a TOSA or stipend to help develop communicating district initiatives and arts integration →	
<b>Action:</b> Continue grant development	
	<b>Action:</b> Revise and reassess needs assessments

## Appendix

### Practical Vision for Arts Education

Answering the question – “If all things were possible, what would we want to see in our District in five years in arts education?” January 15, 2019

Intentional and Meaningful Community Involvement	Accessible and Equitable Facilities and Supplies	Intentional Arts Integration Across the Curriculum	Student Voice and Choice in Instruction and Programs	Inspirational Exposure to Professional Artists	Varied and Ample Opportunities to Share the Arts	Valued and Diverse Cultural and Social Perspectives	District-Wide Celebration of the Arts – “Jazzed for Art”	Arts Infused and Growth Mindset Professional Development
Pursue community partnerships	Creative spaces to make art	Integrated curricular approach	Students engaged in the creative process	Art is a viable career	Student exhibitions and school and in the community	Using art to build self-efficacy	District celebrating of art	Collaboration at the site level
Parent experiences relating to art	Access to structured and unstructured art experiences	Use a variety of media	Media Arts instruction	Opportunities for visiting artists/artists in residency	Installations of art	“Mirrors and Windows” – guiding self-reflection and learning about other perspectives	District Arts Festival	Staff professional development
Community members sharing talents	Access to supplies	Application of art practice to other disciplines	Before or after school programs	Visiting artists inspire		Cultural celebrations and representation	Jazzed for Art	
	Innovative scheduling practices with flexible grouping		Improved attendance			Using art to understand social context and social responsibility	Bright and colorful hallways	
	Adequate funding		Interpret reality and fantasy in 2D/3D/Living Art			Students value each other’s talent	Environment is warm and welcome	
			Students respond to stimuli around them			Art is self-care		

## Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Westside Union School District Community Arts Team, along with the Visual and Performing Arts Teachers, was asked on February 5, 2019: *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.

### 1. Embrace a District-Wide Culture for the Arts

#### Goal 1: Provide Arts Rich Environment

##### Actions:

- a. Develop after school workshop series
- b. Provide after school arts opportunities
- c. Generate Arts Challenges monthly (Dance, Music, Visual Arts, Media Arts), all listed on the website
- d. Provide opportunities for parent participation for Arts Night
- e. Explore Peer-to-Peer mentoring with local high schools
- f. Expand general music program K-4 (recorder)
- g. Research VAPA experiences at or through Higher Education institutions
- h. Provide display areas at each site (storage, work areas)
- i. Complete and publish student books to place in libraries
- j. Identify places on each campus/District to showcase the Arts
- k. Conduct needs assessment for space and facilities

#### Goal 2: Communicate and Advocate the Value of the Arts

##### Actions:

- a. Tie communication to social media that parents use
- b. Create a “Jazzed for Art” social media campaign (branding – banners, website)
- c. Design a section on the website (central) to communicate arts offering for the entire District
- d. Begin an Arts Challenge (box of stuff) to each principal and superintendent and record results on social media (Go Viral!)
- e. Plan District exhibit for the Arts
- f. Host Arts engagement night

### 2. Leverage Community Partnerships and Resources for Sustainability

#### Goal 1: Activate Community Partnerships

##### Actions:

- a. Activate community resources
- b. Identify local corporations to fund arts (curriculum, supplies)
- c. Solicit help from key stakeholders
- d. Canvass (purposeful) local art connections through building relationships
- e. Design/plan a Vendor Fair (District) that includes artists, musicians, performers, writers, etc.
- f. Generate list of community resources by using personal connections
- g. Invite PTA (Parent Teacher Association) to create an Arts Committee

## **Goal 2: Secure Funding Streams**

### **Actions:**

- a. Develop student art calendar (as a fundraiser)
- b. Host an art fundraiser (buy our art displayed in local businesses)
- c. Offer time for grade level committee grant writing

## **3. Provide Intentional Support for Teaching and Learning in the Arts**

### **Goal 1: Curate Curriculum Resources**

#### **Actions:**

- a. Develop a repository of lesson plans
- b. Create a District repository for lessons sorted by grade, topic, VAPA
- c. Research turn-key curriculum
- d. Provide data to support arts in terms of SED (Social Emotional Development)
- e. Integrate Arts activities into SEL (Social Emotional Learning) eg: art journaling, writing, music/performance

### **Goal 2: Provide Intentional Professional Development for Arts Integration**

#### **Actions:**

- a. Provide flexible PD options
- b. Develop PLC's (Professional Learning Communities) to pool District talent
- c. Design and conduct needs assessment with teacher to identify strengths and weaknesses in the Arts
- d. Train CCA's (Campus Climate Assistants) to design art/music opportunities during unstructured time
- e. Add an arts integration strand to professional development over time
- f. Provide a stipend for arts integration coursework
- g. Work collaboratively across schools

### **Goal 3: Provide District Support for the Arts**

#### **Actions:**

- a. Write arts integration into LCAP (actions)
- b. Clear up, streamline, and prioritize confusing District initiatives
- c. Increase staffing with instrumental music program
- d. Create an arts integration instructional coach position (and to cadre of coaches)
- e. Explore/research other models for Arts programs that are not pull-out programs
- f. Send "The Arts" teachers to local conferences
- g. Create VAPA PLC's with intentional VAPA goals during Monday meeting time
- h. Research ways school schedules can align to support traveling Arts Specialists
- i. Require certificated staff to attend 1 professional arts event as part of their professional growth

**Community Arts Team Members  
2018-2019**

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