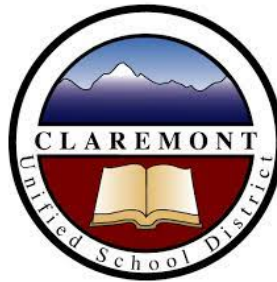


Claremont Unified School District

Five Year Strategic Arts Plan



2023-2028

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This strategic plan for arts education was developed as part of the LA County Arts Education Collective to advance the goals of [Arts for All Children, Youth, & Families: Los Angeles County's New Regional Blueprint for Arts Education](#), supported by Los Angeles County Department of Arts and Culture.

Claremont Unified School District Purpose and Core Values

Purpose - *The reason we exist:*

Igniting curiosity, strengthening resilience, and inspiring excellence to empower each student's academic journey.

Core Values - *What we stand for:*

Excellence - We provide a high-quality, rigorous, and relevant educational experience for all students.

Equity - We equip each student with differentiated resources to support the whole child and their academic success.

Innovation - We foster critical thinking, creativity, and ingenuity to prepare students for their future.

Integrity - We demonstrate honesty, dependability, good judgment, and respect in all that we do.

Claremont Unified School District Commitment

The CUSD Commitment ensures that Claremont Unified School District remains dedicated to academic and organizational excellence on behalf of our students, employees, families, and community members. It guides our decision-making and outlines our plan to offer all students a high-quality educational experience. Our new district strategic plan, The CUSD Commitment, 2022-2027, comprises our core values: excellence, equity, innovation, and integrity. The Claremont Unified School District's purpose is to ignite curiosity, strengthen resilience, and inspire excellence to empower each student's academic journey. CUSD's purpose was developed through a clear understanding of what is essential to our educational partners.

The CUSD Commitment outlines six Focus Areas created to drive the direction of our district. These essential pillars reinforce our commitment to providing an exceptional educational experience for all students. Our CUSD Strategic Arts Plan directly connects to all six Focus Areas: Academic Achievement and Instruction, The Whole Child, Access and Equity, Student and Staff Safety and Wellness, Engaged Families and Community Partners, and Optimized Financial and Human Resources.

CUSD Arts Background

The school board approved the first CUSD Strategic Arts Plan written by VAPA teachers in 2008 in partnership with “Arts for All,” now named Los Angeles County Arts Education Collective. Our second arts plan guided the district from 2016-2021. These two plans centered around maintaining our outstanding arts programming and building access to arts through arts integration and professional development of non-VAPA teachers. Commitment to arts integration through our Arts Teacher on Special Assignment (TOSA) and Site Arts Lead Teachers (SALTs) has been supported by our collaboration with the Los Angeles County Technology Enhanced Arts Learning (TEAL) since 2015, and Teaching English Learners Through the Arts (TELA) beginning in 2017. Our work with the Los Angeles County Office of Education made our arts integration focus inclusive of Social and Emotional Learning, Mental Wellness, and Culturally Responsive Teaching. Additional support for our arts plan has been funded through generous Arts Advancement Grants from the Los Angeles County Arts Education Collective and strategic arts consulting from the LA County Department of Arts and Culture.









CUSD Looking Forward with our Arts Strategic Plan 2023-2028

We look forward to participating in the CUSD Commitment with our new Arts Strategic Plan. We aim to increase equity and participation in all five arts: dance, media, music, theatre, and visual for all students. We will support the development of the CA Arts Standards adopted in 2019 and the expanded inclusion of arts supported by The Arts and Music in Schools Funding Guarantee and Accountability Act (AMS). We strive to further develop our professional development opportunities in culturally responsive arts integration, including social and emotional learning and mental wellness. Our plan will serve as a guide to deepen our family and community partnerships and strengthen our pathways in the arts and creative careers for our students.

FIVE YEAR PLAN VISION ELEMENTS

In September 2022, Claremont USD established an Arts Planning Committee to develop a new five-year strategic plan for arts education. Through a consensus building process, the following vision elements were created to begin growing TK-12 arts instruction across schools:

With the five year plan, the district strives to implement the following:

-  Sustainable transformative community partnerships
-  Coordinated and actionable policies and practices
-  Innovative, relevant curriculum and instruction that honors the five art forms
-  Enriching extended-learning opportunities
-  Cultivated social and emotional wellness through the arts
-  Ongoing showcasing of creativity and culture
-  Exploration of creative careers
-  Engaging and purposeful professional development

The planning team then identified the strengths the district could build on (district assets) and the challenges it would face as it moved toward enacting the newly developed vision for arts education.

Strengths <i>Momentum toward our vision</i>	Challenges <i>Forces resisting our new direction</i>
<ul style="list-style-type: none"> ● District level Teacher on Special Assignment (TOSA) for the arts ● Established buy-in for the arts at the elementary schools as a result of TEAL and other arts programming ● Instrumental elementary music program in place ● Claremont Education Foundation (CEF) ● Excellent arts program at Claremont High School ● After School arts enrichment programs exist ● Teachers who advocate that all students should receive arts instruction ● Museum partnerships and ARTStart ● Site Arts Lead Teacher (SALTs) in place ● Continuing to develop and build upon community partnerships ● A belief system that the arts are important – the arts are a district priority ● Multiple opportunities for integrated arts professional development and instruction ● Dedicated arts teachers with open minds ● Makerspace model (STEAM/STEM) at selected elementary schools ● Arts integration growing in the district ● The district encourages SEL and Mindfulness practices 	<ul style="list-style-type: none"> ● Disjointed commitment when it comes to funding the arts ● A need to expand access to different arts forms ● Scheduling concerns exist at the elementary and secondary levels ● Access to the instrumental program is limited ● Teacher reluctance at some elementary schools ● Unrealistic expectations are placed on the SALT's ● Uncoordinated responses at the elementary level ● A structure needs to be in place for ensuring the sequencing of arts instruction, including arts integration (elementary + secondary) ● The integration of TEAL is sporadic ● Barriers exist at the secondary level for students who receive interventions ● Students do not have access to all disciplines of the art ● Inequitable rollout of the arts at the elementary
Identified opportunities to keep in mind as the plan is being developed: <ul style="list-style-type: none"> ✓ Expanding equitable access to arts instruction and opportunities ✓ Remove barriers for those who are not receiving access ✓ Expand music instruction at the elementary schools ✓ Begin to deliver standards-based sequential visual arts instruction ✓ Consider expanding experiences in dance at the secondary level ✓ Institutionalize existing secondary programming at other sites including the elementary 	

Review of the Claremont Plan

In looking to the future the team also reviewed the previous Five Year Strategic Plan to reflect on accomplishments, gaps and challenges the district encountered in implementing the plan. The reflection also took into account items the planning team felt were important to keep in mind as they moved forward with developing a new plan.



FIVE YEAR PLAN STRATEGIC DIRECTIONS

To guide the new plan and to address the challenges, the team reflected on the following question: *What creative and innovative actions can we take to address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGY 1: Commitment to Developing Strong Systems for Delivering the Arts

Goal A: Create and coordinate program structures

Goal B: Expand funding opportunities

Goal C: Ensure equitable access to the arts

STRATEGY 2: Implement Sustainable Instruction TK-12

Goal D: Develop standards-based curriculum TK-12

Goal E: Provide relevant professional learning

Goal F: Deepen Arts Integration with Social Emotional Learning (SEL)

STRATEGY 3: Advance and Amplify Student and Community Engagement

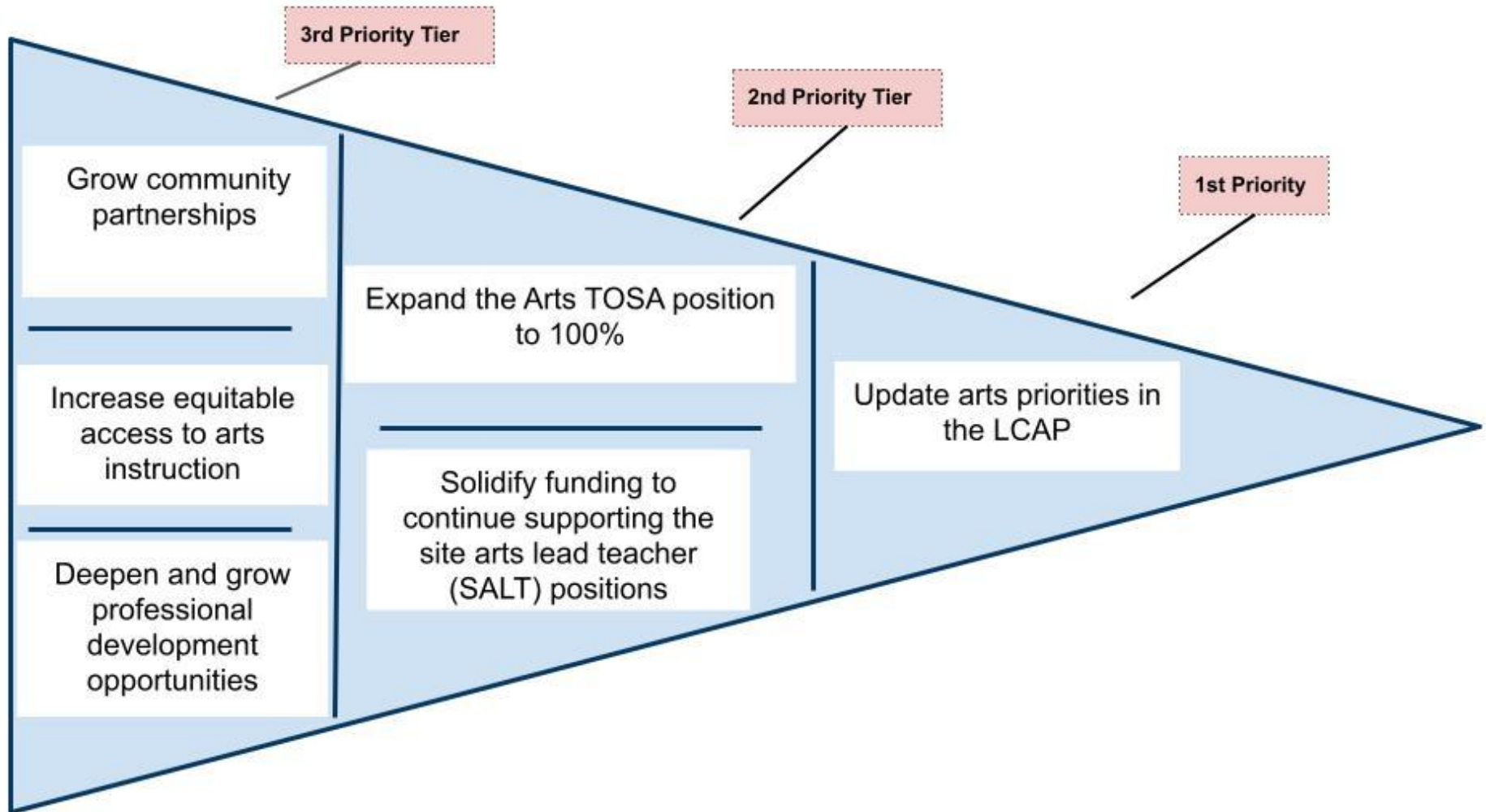
Goal G: Promote community partnerships

Goal H: Cultivate career pathways

Goal I: Showcase engagement in the arts

PRIORITY WEDGE

Looking to the future and implementing goals within the 2021-2026 arts plan, the committee identified the highest leverage implementation actions to focus on. The areas below articulate those first, second and third level priorities.



Phase I Implementation Plan– 2023-2025

Strategic Direction 1: Commitment to Developing Strong Systems for Delivering the Arts

Goal A: Create and Coordinate Program Structures		
Action(s)	Tasks	Measurable Outcome
Expand the Arts Teacher on Special Assignment (TOSA) role to 100% to increase coordination of the arts	<ul style="list-style-type: none"> ❑ Enlist Business Services with identifying funds for the expanded TOSA role. ❑ Create a job description that maps the 100%. 	Include 1.0 FTE arts TOSA in LCAP. Arts TOSA job description prepared for board approval.
Create effective communication to amplify arts messaging (Advocacy) <i>Ongoing</i>	<ul style="list-style-type: none"> ❑ TOSA/Site Arts Lead Teachers (SALTs) coordinate with various departments and/or schools. ❑ TOSA/SALTs meet with Principals (ongoing). ❑ TOSA continues to participate in LA County Arts Coordinator convenings. 	Increased awareness of the value of arts education.
Site Arts Lead Teachers' coordinate the implementation of the arts at each school <i>Ongoing</i>	<ul style="list-style-type: none"> ❑ Update the framework of the responsibilities of a SALT (job description). ❑ SALTs support arts integration with social and emotional learning. 	Documents with the SALTs framework and job description. Board approval for SALTs.
Establish a TK-12 VAPA collaborative team to monitor plan implementation <i>Ongoing</i>	<ul style="list-style-type: none"> ❑ Share a draft of the plan with the CUSD community. ❑ Schedule and calendar meetings to review progress. ❑ Include VAPA teachers, arts specialists, SALT's and TOSA 	-2023-2028 CUSD Arts Plan completed for board approval. -Ongoing alignment and communication as VAPA is being implemented. -Documentation of programs, content, gaps and needs.
Goal B: Expand Funding Opportunities		
Action(s)	Tasks	Measurable Outcome
Update Visual and Performing Arts (VAPA) priorities in the Local Control Accountability Plan (LCAP) <i>Ongoing</i>	<ul style="list-style-type: none"> ❑ Complete LCAP Survey and attend the LCAP Advisory meetings. ❑ Arts advocates prioritize arts on the boards in February-March. 	Input to prioritize arts is documented in the LCAP.

Seek grant opportunities that support the arts plan, purchasing equipment and materials, and other resources <i>Ongoing</i>	<input type="checkbox"/> Work directly with the sites to assess needs. <input type="checkbox"/> Gather and compile existing grant opportunities. <input type="checkbox"/> Continue to apply for the Arts Ed Collective Advancement Grant. <input type="checkbox"/> Allocate and/or seek funding sources to offset transportation costs for Title I schools. <input type="checkbox"/> Share CUSD Arts Plan with Claremont Education Foundation.	-Support provided to schools for writing grants. -Arts Advancement Grant application each year in March.
In light of new funding streams (e.g., Prop 28), ensure that sites are clear on policies and accountability measures for utilizing the funding	<input type="checkbox"/> Hold meetings with education partners and site administrators. <input type="checkbox"/> Send teams to participate in LACOE and RCOE support events. <input type="checkbox"/> Investigate hiring arts specialists and teachers to support expanding student access to all five art forms.	-CUSD arts planning meeting March 27, 2023. -Planning meetings in the district and with county offices of education. -Prop 28 Funding plans. -District support available for sites that want to pool funding (e.g. itinerant teachers, partnership, etc.)

Goal C: Ensure Equitable Access to the Arts

Action(s)	Tasks	Measurable Outcome
Convene a committee and include the Equity Advisory Council to assess gaps in participation in arts programs <i>Ongoing</i>	<input type="checkbox"/> Update the current CUSD data for each site utilizing the Arts Ed Collective data tool. <input type="checkbox"/> Create an Arts Equity Map <input type="checkbox"/> Conduct a needs assessment based on collected data, focusing on instructional gaps in the five art forms. <input type="checkbox"/> Discover and identify students' barriers to receiving direct instruction. <input type="checkbox"/> Assess equitable access in staffing and professional learning.	-Continual updates in the Arts Ed Collective data tool. -Ongoing focus on needs assessment for each of the arts. -Equity Map shared. -Barriers to arts instruction shared. -Access to staffing and professional learning is shared.

Strategic Direction 2: Implement Sustainable Instruction TK-12

Goal E: Provide Relevant Professional Learning		
Action(s)	Tasks	Measurable Outcome
Provide professional learning focused on the VAPA standards, including culturally relevant and Social Emotional Learning (SEL) practices <i>Ongoing</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Include professional learning in the arts on the PD calendar. <input type="checkbox"/> Voluntary professional learning offerings after school, in the summer, and during the school day. <input type="checkbox"/> Arts TOSA develops a syllabus for professional learning. <input type="checkbox"/> Arts TOSA and SALTs support professional learning and arts best practices. <input type="checkbox"/> Teachers continue participating in culturally relevant Technology Enhanced Arts Learning (TEAL) with social and emotional learning and other professional learning opportunities outside the district. 	<ul style="list-style-type: none"> -Professional learning offerings shared with staff. -Implementation of professional learning documented by work samples, rubrics, and photos, showcasing student projects, lessons, and teacher and student reflections. -Details of professional learning are documented and used for future planning. Arts TOSA and SALTs document their work with teachers on logs. -Teachers implement TEAL strategies in their classrooms and share content with staff with the support of Arts TOSA and SALTs. -TEAL deliverables, including professional learning logs and the CUSD TEAL story, are submitted to LACOE's Center of Distance and Online Learning (CDOL).
Provide professional learning to arts specialists and VAPA teachers <i>Ongoing</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the professional learning needs of arts specialists and VAPA teachers. 	Arts specialists and VAPA teachers receive collaboration time and experience relevant professional learning opportunities that meet their needs.
Goal F: Implement Arts Integration with Social and Emotional Learning		
Action(s)	Tasks	Measurable Outcome
Arts TOSA and SALTs continue to support teachers with implementing culturally responsive arts integration into core content areas with social and emotional learning for all five VAPA areas. <i>Ongoing</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Identify dates for SALT collaboration time. <input type="checkbox"/> SALTs plan together, model, and demonstrate lessons and strategies in classrooms and staff meetings. <input type="checkbox"/> Purchase art materials to enhance arts integration lessons. 	<ul style="list-style-type: none"> -Agendas from SALT collaborations shared on the SALT Canvas course. -Student projects and reflections. -Arts integration is included in site SPSA actions and staff meeting agendas. -Culturally responsive arts integration lessons that

	<input type="checkbox"/> Principals provide time for SALTs to model and demonstrate. <input type="checkbox"/> Arts TOSA provides additional professional learning resources and models for SALTs to explore.	include SEL competencies available on the CUSD Arts Integration and Social and Emotional Learning Canvas Course.
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Strategic Direction 3: Advance and Amplify Student and Community Engagement

Goal G: Promote Community Partnerships		
Action(s)	Tasks	Measurable Outcome
Establish a clear line of communication between the Arts TOSA to colleges and the community to facilitate partnerships and create a point of contact <i>Ongoing</i>	<input type="checkbox"/> Inventory current programs and partnerships in place. <input type="checkbox"/> Develop a community list of space and resources based on the five art forms. <input type="checkbox"/> TOSA is the point person for community partnerships and programs (ArtStart and others). <input type="checkbox"/> TOSA seeks out potential partnership programs.	-A clear mapping of programs and partnerships. -All schools receive a list of community resources. -Streamlined coordination of program implementation.
Goal H: Cultivate Career Pathways		
Action(s)	Tasks	Measurable Outcome
Provide opportunities for students to gain access to and explore creative careers <i>Ongoing</i>	<input type="checkbox"/> Include creative careers in the existing model (i.e., CTEC luncheon presentations). <input type="checkbox"/> Include teaching artist workshops into career days. <input type="checkbox"/> Schedule VAPA guest speakers for classroom presentations. <input type="checkbox"/> Secondary teachers utilize the Arts Ed Collective Creative Careers Online resource.	-Creative Careers will be highlighted in career days. -Students are exposed to various careers in the arts.

Goal I: Showcase Engagement in the Arts		
Action(s)	Tasks	Measurable Outcome
Develop arts showcases for all five art forms and arts integration projects across all sites <i>Ongoing</i>	<ul style="list-style-type: none"> ❑ Communicate across the district and community to promote art showcases. ❑ Use ARTstART to showcase the different mediums of visual art and other specialty programs. ❑ Director of Communication shares CUSD art events. ❑ Secondary schools perform for elementary. 	<ul style="list-style-type: none"> -Document and communicate showcases on CUSD social media and school websites. -Student artwork is represented across all schools and within the community.
Host family engagement events with the arts (family art night series, guest artists, and student artist-led) <i>Ongoing</i>	<ul style="list-style-type: none"> ❑ Create a series of themed family art nights. ❑ Develop a list of guest presenters and partners for themed family art nights. 	Parent evaluations of events.
Develop an Arts Newsletter highlighting arts and arts integration in CUSD <i>Ongoing</i>	<ul style="list-style-type: none"> ❑ SALTs, Arts Specialists, VAPA teachers, etc., contribute content. ❑ TOSA formats and shares the newsletter. 	Quarterly arts newsletters published.

PHASE II Implementation Plan – 2025-2028

Strategic Direction 1: Commitment to Developing Strong Systems for Delivering the Arts

Goal A: Create and Coordinate Program Structures		
Action(s)	Tasks	Measurable Outcome
SALTs coordinate the implementation of the arts at each school	<ul style="list-style-type: none"> <input type="checkbox"/> Identify SALTs to specialize in each of the five arts forms to support teacher development in each of the disciplines. <input type="checkbox"/> Communicate news regarding the activities of other discrete arts programs (advocacy), potential partnerships, etc. 	Each site has teacher-led coordination in the arts.

Goal C: Ensure Equitable Access to the Arts		
Action(s)	Tasks	Measurable Outcome
The Equity Advisory Council continues to assess gaps in arts program participation	<ul style="list-style-type: none"> <input type="checkbox"/> Art Equity Map is used to inform change in policies. <input type="checkbox"/> By 2026, assess areas of growth that are needed in arts programming to increase equity in each of the art forms (dance, media arts, music, theatre, and visual arts). <input type="checkbox"/> Create an outline of emerging priorities based on assessment review. 	<ul style="list-style-type: none"> -Barriers to arts instruction are lessened. -Updated data on student participation in the arts is reviewed annually.

Strategic Direction 2: Implementing Sustainable Instruction

Goal D: Develop Standards-Based Arts Curriculum TK-12		
Action(s)	Tasks	Measurable Outcome
Implement curriculum and essential standards into classroom instruction <i>Ongoing</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Elicit teacher buy-in via professional learning and modeled lessons. <input type="checkbox"/> Ensure all developed or purchased lessons are accessible to all teachers. <input type="checkbox"/> TOSA and SALTs provide support. 	Teachers have greater knowledge of the CA Arts Standards, and lessons are aligned to the standards.

Develop a committee to identify key art standards TK-12 that includes all five art forms <i>Ongoing</i>	<input type="checkbox"/> Coordinate the committee according to the PD calendar. <input type="checkbox"/> Overview day to review the state arts standards. <input type="checkbox"/> Day(s) to prioritize standards. <input type="checkbox"/> Create a curricular map. <input type="checkbox"/> Purchase or create a standards-based arts curriculum.	-Document naming essential VAPA standards by grade level. -Curricular map naming the grade level/department to implement essential VAPA standards. -Lesson bank to teach essential VAPA standards.
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Goal E: Provide Relevant Professional Learning		
Action(s)	Tasks	Measurable Outcome
Continue to provide standards-based professional learning based on the curricular map, including culturally relevant and Social Emotional Learning practices	<input type="checkbox"/> More teachers attend professional learning opportunities. <input type="checkbox"/> Lessons are published on CUSD Arts Integration and Social and Emotional Learning Canvas Course.	-Teachers implement new strategies in the classroom. -Student work samples that represent arts-integrated strategies and learning in the arts.
Arts Specialists and VAPA teachers implement strategies and standards-aligned lessons received from professional learning	<input type="checkbox"/> Lessons are published on a CUSD Canvas Course.	-A collection of lessons that classroom teachers can access.
Provide professional learning opportunities to Principals	<input type="checkbox"/> Invite Principals to attend established professional learning opportunities. <input type="checkbox"/> Attend Principal meetings to share strategies and arts education updates.	Principals share arts education news in their newsletters and incorporate it into the school plan.

Strategic Direction 3: Advance and Amplify Student and Community Engagement

Goal G: Promote Community Partnerships		
Action(s)	Tasks	Measurable Outcome
Continue to grow and build community partnerships (museums, theater, and dance, residences, guest artists, culturally oriented programming, etc.)	<input type="checkbox"/> Foster relationships with potential partners and highlight their work. <input type="checkbox"/> Investigate creating partnerships that emulate the ARTstART model.	-Increased teacher and school site awareness of available partnerships and programs. -More sites utilize partnerships to support implementing the arts.

Goal H: Cultivate Career Pathways		
Action(s)	Tasks	Measurable Outcome
Cultivate arts mentorships to inspire creative careers	<input type="checkbox"/> Find mentorship opportunities. <input type="checkbox"/> Build relationships between secondary and elementary students. <input type="checkbox"/> Leverage retired arts professionals' expertise. <input type="checkbox"/> Connect business partnership programs with art-focused ROP programs.	Students have a greater awareness of and are exposed to creative careers.
Create a career day strictly for VAPA	<input type="checkbox"/> Form a subcommittee to create a plan for implementing a VAPA Career Day. <input type="checkbox"/> Schedule on the district calendar and promote events.	-Events that expose the community to arts careers. -Student participation with opportunities to reflect on the experience.

Goal I: Showcase Engagement in the Arts		
Action(s)	Tasks	Measurable Outcome
Create districtwide performance opportunities	<input type="checkbox"/> Schedule and calendar dates <input type="checkbox"/> Festivals, exchanges, performances, and site collaborations	Collaborative events/projects between elementary and secondary.

APPENDIX


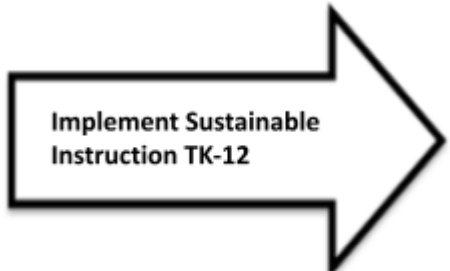

Vision Workshop Documentation
Strategic Directions Workshop Documentation
Planning Team Roster

Claremont Unified School District – Vision Elements

Guiding Question: In five years, what do we want to see in place for the arts, as a result of our actions?

Sustainable and Transformative Community Partnerships	Enriching Extended-Learning Opportunities	Innovative, Relevant Curriculum and Instruction that Honors the Five Art Forms	Coordinated and Actionable Policies and Practices	Cultivating Social and Emotional Wellness through the Arts	Showcasing Creativity and Culture	Exploring Creative Careers	Engaging and Purposeful Professional Development
<ul style="list-style-type: none"> -Community & University Partnerships -Use of community facilities -ARTS CORPS-Studio art pilot teaching program (elementary instruction) -Bring models of the arts to all school sites w/speakers & special events -School/museum partnership (local) 	<ul style="list-style-type: none"> -Arts Clubs (after school arts education integrated with existing programs) -Accessible access to bell-to-bell clubs and after school -Free after school arts instruction for all 	<ul style="list-style-type: none"> -Equitable and inclusive arts instruction -All kids all 5 art forms -District adopted visual arts curriculum -Electives that “speak” to real world experiences 	<ul style="list-style-type: none"> -No barriers to access for secondary students -Systematic approach to elementary arts -Participation in the arts normalized -Relevant arts integration that deepens curriculum “shared decision making... minimum’ -All arts integration is standard 	<ul style="list-style-type: none"> -Art therapy for vulnerable populations (wellness) -Wellness arts rooms CHS & SAHS (every school) 	<ul style="list-style-type: none"> -Performing arts showcase (choir, theatre, comedy) -Mural and art representation on all campuses -Family art night series (guest artists, student artist led) 	<ul style="list-style-type: none"> -CTE -Creative Career Pathways 	<ul style="list-style-type: none"> -Systemic professional development at district level

CUSD Strategic Directions Workshop - “What creative, innovative actions can we take to address our challenges and move toward our vision?” This workshop generated the **arts plan's goal areas and infrastructure pillars (strategic directions)**.

Ensure equitable access <ul style="list-style-type: none"> Remove barriers to arts electives at secondary schools (SAHS, CHS, El Roble). Create an Arts Equity Map. Support for district elementary VAPA specialists. 	Create and coordinate program structures <ul style="list-style-type: none"> Expand Arts TOSA to 1.0 FTE Create a framework for SALTs (e.g., PD for SALT with transfer to classroom, w/opportunity to model in other classrooms, etc.) Rewrite the SALT job description Establish a SALT for each of the five arts disciplines (music, theatre, visual arts, dance, media arts) 	Expand arts priorities in the LCAP <ul style="list-style-type: none"> Seek funding opportunities that support instruments, supplies, and other resources Update arts priorities in the LCAP. 	
Develop Standards-Based Curriculum TK-12 <ul style="list-style-type: none"> Purchase or identify standards-based arts curriculum. Identify key arts standards TK-12 for all 5 arts disciplines. Focus on professional development for visual and performing arts (VAPA). Incorporate at least one dance unit in physical education. 	Deepen Arts Integration with Social Emotional Learning (SEL) <ul style="list-style-type: none"> Integrate arts with the curriculum and SEL competencies. Target grade-level experiences (field trips, speakers, exhibitions, etc.) that deepen standards-based arts integration. Expand arts integration learning experiences into subject areas and lessons. Include social and emotional learning with arts integration. 	Provide relevant professional learning <ul style="list-style-type: none"> Support for five arts disciplines and arts integration by Arts TOSA and SALTs. Increase professional development for arts integration in all VAPA areas. 	
Promote community partnerships <ul style="list-style-type: none"> Develop a community list of spaces and resources based on the five art forms. Establish a full-time Arts TOSA to facilitate partnerships with colleges and the community. 	Cultivate career pathways <ul style="list-style-type: none"> Include creative careers in CTEC luncheon presentations. Incorporate arts professionals into career days. Connect business programs with art-focused ROP programs and electives. 	Showcase district-wide engagement in the arts <ul style="list-style-type: none"> Increase showcase opportunities at all sites and the community. Increase district support and coordination for the ArtstART program. Seek funding sources to offset transportation costs. Host family engagement events. Increase mural and art representation at schools. 	

Claremont USD Strategic Planning Team – 2022-2023

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