



*Saugus Union
School District*

EXCELLENCE IN
ELEMENTARY EDUCATION

FIVE YEAR STRATEGIC ARTS PLAN



OUR COMMUNITY: Saugus Union School District

Saugus is one of four incorporated communities in Santa Clarita, California, a friendly city located in northern Los Angeles County. Our community is very supportive of our schools, where we understand the importance of educating future generations to succeed in an ever-changing, global society. The Saugus Union School District is located in Northern Los Angeles County. Currently, we have approximately 10,100 students attending 15 schools. All of our schools offer a preschool program, with approximately 530 preschoolers enrolled district wide.

ARTS and EDUCATION:

In Santa Clarita, we believe it's important for students to have a myriad of opportunities to participate in and gain exposure to high quality arts experiences. We also strive to increase awareness of the value of the arts in our community. For more information about these programs in Santa Clarita, please read about our arts and education youth programs.

Saugus Union School District

RESPECT • INTEGRITY • LEARNING • TEAMWORK • ENTHUSIASM

Table of Contents

Strategic Plan Overview	Page 2
District Arts Team	Page 3
LA County Department of Arts and Culture	Page 3 - 4
CA Declaration of All Students Rights to Equity in Arts Learning	Page 4
Strategic Directions and VAPA Vision	Page 5
Current Status of Arts Programming	Pages 6 - 8
Current VAPA Reality Across District	Pages 9 - 10
Strategic Directions	Page 11
Priority Wedge	Page 12
Phase I Implementation Plan	Pages 13 - 15
Phase 2 Implementation Plan	Pages 16 - 18
Phase 3 Implementation Plan	Pages 19 - 21
Appendix	
Strategic Directions (with goals and sample actions)	Page 22
Practical Vision	Page 23

5-Year Strategic Arts Plan Overview

Saugus Union School District became an Arts for All School District in 2008 and developed a strategic plan for arts education. In 2015, the district created a 5-year strategic arts plan that carried the district through 2020. In the fall of 2021, Saugus Union School District (Saugus or District) began the process of developing a new 5-year Strategic Arts Plan that is aligned with the District's mission and belief in the importance of arts education. In partnership with a coach Jill Newman from the Los Angeles County Arts Ed Collective, the District organized a District Arts Team (DAT) with representation from a variety of District administrators, specialist teachers, principals, a parent, and TOSA. The DAT met in 2022 remotely on January 12, February 2, February 23, March 16, and April 27 to provide their valuable input towards the development of this Arts Strategic Plan.

The Arts Strategic Plan builds upon the District's growing investment in making the arts core in the district, as well as their commitment to social and emotional learning, and focus on developing equity and inclusion district-wide.

Saugus Union School District Arts Team

NAME	ROLE	EMAIL
Edwin Clement	Assistant Superintendent of Education Services	eclement@saugusd.org
Carin Fractor	Director of Categorical and Special Programs	cfractor@saugusd.org
Robin Deschamps	Coordinator of Education Services	rdeschamps@saugusd.org
Christina Bakoo	Teacher	cbakoo@saugusd.org
Shari LaPorte	Teacher	slaporte@saugusd.org
Cheryl Cameron	Principal	ccameron@saugusd.org
Mary Mann	Principal	mmann@saugusd.org
Monica Broderick	Interim Assistant to Asst Superintendent of Education Services/Bilingual Interpreter	mbroderick@saugusd.org
Katie Hubbard	Music Specialist	khubbard@saugusd.org
Tammy Gordon	Music Specialist	tgordon@saugusd.org
John Uhrig	Music Specialist	juhrig@saugusd.org
Gaby Salazar	Parent Liaison	isalazar@saugusd.org
Teresa Garcia	Teacher on Special Assignment	tgarcia@saugusd.org

Los Angeles County Department of Arts and Culture

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the mission of ensuring that LA County's 1.5 million public school students receive a quality and well-rounded arts education by expanding teaching and learning, and by building political and public will.

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.

<https://www.lacountyartsedcollective.org/>

Los Angeles County Department of Arts and Culture

Our collective impact approach addresses complex challenges by coordinating the efforts of diverse stakeholders around our common goal. Collective partners stimulate cross-sector dialogue that leads to well informed, field-driven strategies for promoting system-wide progress on advancing arts education. Arts Ed Collective staff and coaches work with school districts to build infrastructure to increase quality, quantity and equity of the arts instruction in schools.

California Declaration of All Students Rights to Equity in Arts Learning

Los Angeles County is the largest and most diverse county in the Country. To further the County's commitment to arts, culture, and diversity, today the Board of Supervisors passed a motion, co-authored by arts advocates Supervisors Sheila Kuehl and Hilda L. Solis, to become the first municipality in California to adopt and establish the State of California's Declaration of Rights of All Students to Equity in Arts Learning.

The Declaration of Rights of All Students to Equity in Arts Learning was drafted by California's statewide arts education coalition, known as CREATE CA, and outlines the rights of all students to a high-quality arts education regardless of race, culture, language, religion, national origin, place of residence, socioeconomic, or legal status. Today's motion makes these rights applicable to the County, which includes every student's right to arts learning, arts participation, and arts educators. The full Declaration can be read at <http://www.createca.net>

Through the planning process three key **STRATEGIC DIRECTIONS** emerged:

- 1. Strengthen VAPA Curriculum and Instruction**
- 2. Ensure VAPA Sustainability**
- 3. Establish VAPA Equity District Wide**

The District recognizes that the VAPA are core curriculum, according to California Education Code 51210 and 51220, and will work towards ensuring that all students have equitable access to high-quality, sequential, standards-based instruction in the Visual and Performing Arts in order to positively impact their educational experience and develop their creative potential.

Saugus VAPA Vision:

Through this strategic arts planning process, the District Arts Team established vision points for arts engagement in the district over the next five years. By 2026, Saugus VAPA programs will encompass:

- **Celebratory Culminating Showcases**
- **Student Centered and Arts Integrated Curriculum**
- **Sustainable Community Partnerships**
- **Dynamic and Comprehensive VAPA Instruction**
- **Robust Teacher Training, Enrichment and Resources**
- **Diverse, Inclusive VAPA Experiences**

The district participated assessed the current status of arts programming across the district. The DAT team worked in specialized groups to review what VAPA curriculum and support is known to exist at , with a focus on capturing current strengths, gaps, and opportunities. The findings are summarized below:

Dance and Theatre		
STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> Teachers are doing theatre performances at most schools and grade levels- tied to curriculum. Teachers are more comfortable with feeling they can do a play Many students have a part in the plays and a lot can be involved Some schools offer after-school enrichment P.E. plans that integrate dance, and teachers can use P.E. Time Community partnerships with COC, CalArts, and Music Center Kennedy Center trained teachers have dance integration training 	<ul style="list-style-type: none"> When we do drama productions, etc. we aren't aware of or aligning to VAPA standards Covid has created Gaps because we can't gather, mix, interact, have performances in the same way Not all students, especially at Title 1 sites, have access to after-school enrichment due to time and/or cost Historically, PTA has funded and parents have volunteered or parent organizations have funded the positions, creating haves/have-nots 	<ul style="list-style-type: none"> Bringing back Art TOSAs- using them to train the teachers. Community Partnerships, for example the Music Center Opera Dedicate funding for every school- for example expanding the Cal Arts partnership we have now Send more teachers to Kennedy Center Integration conference for additional training. Using Kennedy-trained teachers to teach peers.

Community and Financial Support

STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> • Advancement Grant • Henry Mayo Grant • CalArts partnership • College of the Canyons partnership • LCAP Goal 4, action 10 • Libraries offer arts & crafts supplies and activities for families to pick up 	<ul style="list-style-type: none"> • We don't have strong relationships for working together • People don't know what programs are available 	<ul style="list-style-type: none"> • Establish relationships with the City of Santa Clarita • Reach out to parents who may be artists • Develop relationship with Canyon Theater Guild • Grow relationship with CalArts • Grow relationship with College of the Canyons

Music

STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> • All schools have access to lessons • 3 Music Specialists • Weekly Lessons Created 	<ul style="list-style-type: none"> • Not consistent in all 15 schools • Need more specialists for 15 schools • Funding 	<ul style="list-style-type: none"> • Orchestra • Drumming • After school programs • Choir • Community programs

Visual and Media Arts

STRENGTHS	GAPS	OPPORTUNITIES
<ul style="list-style-type: none"> • Meet the Masters • Comfort level with the arts • Most resources available • Easy to embed with content • All teachers have access • When it has been standardized, it typically gets implemented 	<ul style="list-style-type: none"> • Some schools had student Broadcast • Lack of consistency in Media supplies to ensure this is happening • Reliant on staff who are passionate to carry out some media arts projects and lessons • Lack of training on media arts for all teachers • Building back up our relationships with arts vendors and community since the pandemic 	<ul style="list-style-type: none"> • Ensuring the opportunities are available to all students at all sites • Identify specific experiences for different grade levels (i.e. all 2nd graders get photography) • Using the digital platforms to bring artists to our students • Connecting the arts to our cultural heritage observances • More forms of art and media are accessible • Chromebooks can be a tool for digital arts learning • Continue creating video lesson teaching the lesson and we provide the resources • Connecting the arts we are doing to design process and careers

Saugus Current Reality:

The District Arts Team 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 VAPA Current Reality for the district:

STRENGTHS: *momentum toward our vision* (prioritized list)

1. So many teachers support arts education
2. Lessons already created and shared with all teachers
3. Talented staff
4. Cabinet sees this as a priority
5. A VAPA team that is working hard to grow us to the next level
6. Parent/Community supports for the arts
7. We possess arts materials- drums, boomsticks, etc.
8. Enthusiastic educators and district that see the importance of the arts in a well-rounded education
9. Several Kennedy-Center trained teachers/admin
10. Successful model for elementary music schedule
11. Having an Art Planning Committee
12. Build relationships among community participants

CHALLENGES: *forces resisting our new direction* (prioritized list)

1. Inconsistency
2. Apprehensive teachers regarding VAPA instruction
3. Fragmented communication
4. Being able to count on a consistent program year to year
5. Teachers with a different idea of how to achieve the VAPA standards
6. insufficient knowledge of VAPA standards
7. Expectations at each site are different

Saugus Current Reality: continued

The District Arts Team 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 VAPA Current Reality for the district:

OPPORTUNITIES: *possibilities for achieving our vision* (prioritized list)

1. Planning how the arts will be implemented is helpful to teachers
2. An organized music program in place where students are growing
3. Bring back the ART TOSAs as an opportunity for teacher training
4. Willingness to make arts education a priority
5. Partnerships with Arts professionals provided to each school site
6. Active outreach
7. Partnership with City of Santa Clarita & their new arts plan
8. Send Teachers to programs like the Kennedy Center to be trained and then train staff
9. Research additional grants to apply for (and apply)
10. Take action

STRATEGIC DIRECTIONS

The Saugus District Arts Team reflected on creative and innovative actions to address their challenges and move toward their vision. As a result, the following strategic directions and goal areas were developed to support implementation. They were evaluated by utilizing the equation Quality Education = Content + Infrastructure + Sustainability.

STRATEGIC DIRECTION 1

Strengthen VAPA Curriculum and Instruction

Goal 1

Expand VAPA Curriculum

Goal 2

Create PD Opportunities

Goal 3

Develop Collaborative Opportunities for Teacher Lesson Design

STRATEGIC DIRECTION 2

Ensure VAPA Sustainability

Goal 1

Empower Educational Partners to Provide Feedback

Goal 2

Employ VAPA Leadership

Goal 3

Explore Community Partnerships

Goal 4

Secure Sustainable Funding and Resources for VAPA Programs

STRATEGIC DIRECTION 3

Establish VAPA Equity District Wide

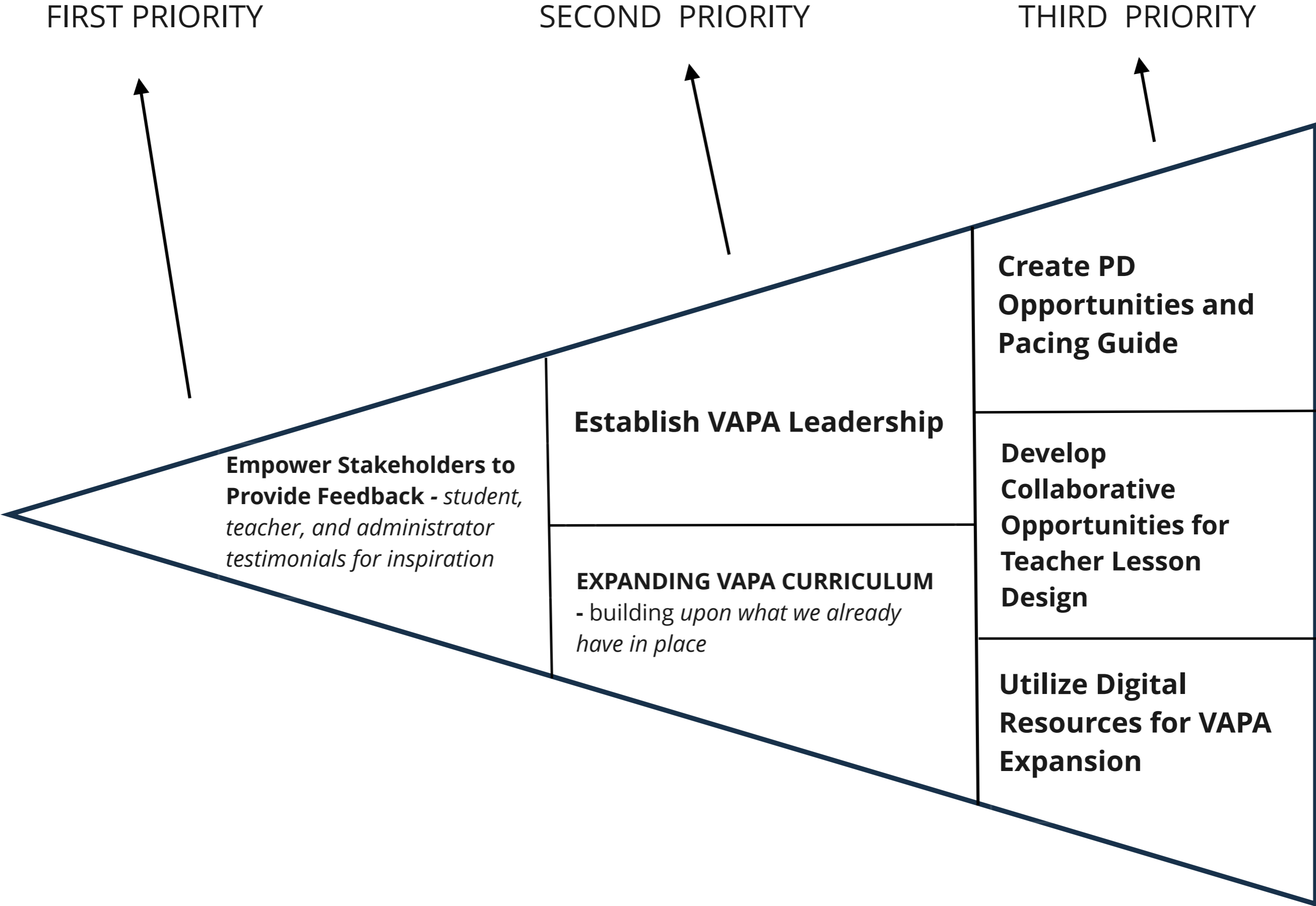
Goal 1

Utilize Digital Resources for VAPA Expansion

Goal 2

Establishing Grade Level Equity

What are our prioritized goals for implementation?



Strategic Direction I: Phase I
Strengthen VAPA Curriculum and Instruction
PHASE I: 2022- 2023

Goal	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 1: Expand VAPA Curriculum	Introduce teachers to VAPA Standards, ensure all teachers know existing resources and where they are located	<ol style="list-style-type: none"> 1. Identify VAPA Standards to be followed (State or Federal) 2. Carin and Robin will select small group of teachers, preferably Kennedy Center trained, to develop and provide training in VAPA standards with support of Arts Ed Collective coach(one discipline per year) 3. Small group from guiding coalition of teachers train admin and admin train their teachers at each site 4. Add new VAPA standards to the pacing guide 5. Follow-up or check in on status of goal 	<p>Director of Curriculum and Instruction in collaboration with Arts Collective coach</p> <p>Teachers receive extra duty pay</p>	Increase to 60% of teachers using available VAPA lessons by Jan 2023
Goal 2: Create PD Opportunities <i>** Same action located in Strategic Direction III, Phase i</i>	Create arts integration PD for teachers district-wide	<ol style="list-style-type: none"> 1. Establish a district VAPA teacher team with at least one primary teacher & one upper per site & establish its leadership 2. Tie in VAPA lessons with monthly cultural celebrations (ex. every 1st graders in Sept. will do...) 3. Use pacing guide to ensure equity 4. Utilize CIP day for Arts Integration PD 5. Create follow-up and sharing of best practices/outcomes for inspiration 6. Admins follow up with teacher to ensure pacing guide is being followed 	<p>Director of Curriculum and Instruction</p> <p>Teachers receive extra duty pay</p>	Leadership team is established and one CIP day training is scheduled by Jan 2023 with pacing guide in use
Goal 3: Develop Collaborative Opportunities for Teacher Lesson Design	Create shared Arts Integration Resource	<ol style="list-style-type: none"> 1. Create database using shared drive in google docs of grade level specific arts integration lessons (standards based) (store in Clever) 	Director of Curriculum and Instruction	Initial stages of a database by May 2023
Goal 1: Expand VAPA Curriculum	Organize District-wide Showcase Annually In-Person	<ol style="list-style-type: none"> 1. Calendar on Master Calendar for each year 2. Reserve space 3. Collect work/ organize performances 4. Advertise and invite educational partners, community members and school board 5. VAPA leadership team plans agenda and refreshments 	VAPA leadership team	District-wide showcase held by May 2023



Same action located in Strategic Direction III, Phase 1

Strategic Direction II: Phase I
Ensure VAPA Sustainability
PHASE II: 2022- 2023

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 1: Empower Educational Partners to Provide Feedback	Monitor progress in student VAPA experiences with a survey for teachers, students, & parents	<ol style="list-style-type: none"> 1. Director of Curriculum and Instruction creates survey that includes optional testimonials and art samples (possible inclusion in Clever database) & distributes it 2. Analyze results 3. Share and distribute results to educational partners at Board meeting 	Director of Curriculum and Instruction	Survey results will be compiled and shared by May 2023
Goal 3: Explore Community Partnerships AND Goal 4: Sustainable Funding and Resources for VAPA Programs	Reach out to community partners to explore potential future artist residencies	<ol style="list-style-type: none"> 1. Start a Saugus Union community task force to research community VAPA programs that can provide artist residencies combined with discipline related PD for teachers 2. Create a menu of options with budget 3. Share menu and collaborate with Advancement Grant author 	Director of Curriculum and Instruction Funds from Advancement Grant	Advancement Grant proposal due in March 2023

Strategic Direction III: Phase I
Establish VAPA Equity District Wide
PHASE I: 2022- 2023

Goal	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 1: Utilize Current Digital Resources for Arts and Music Expansion	Administrators set the expectations of how frequently the digital resources/lessons are being used (at least weekly)	<ol style="list-style-type: none"> 1. Ed. Services lets admins know this is an expectation 2. Create calendared document to guide weekly use of lessons and share through Clever 3. Administrators let staff know at BOY staff meeting 4. Monthly check-in and share on SUSD VAPA websites regarding how art lessons are rolling out 	<p>Coordinator of Assessment & Special Projects</p> <p>Advancement and Henry Mayo Grant and Tracks Supplies</p>	<p>Discrete Visual and Music Lessons in each classroom weekly</p> <p>August and monthly check-in</p>
Goal 1: Utilize Digital Resources for VAPA Expansion	Teachers who are already creating VAPA lessons collaborate and share their lessons with teachers at other sites.	<ol style="list-style-type: none"> 1. Admins conduct walk-through to check on VAPA lesson status at each school site 2. More active teachers meet throughout Aug-Oct to create lessons 3. Lessons and names of teacher leaders are shared amongst admin to connect teachers within the same grade level across the district 4. Google Meets & shared drives are used to store and present information/lessons 	<p>Coordinator of Assessment & Special Projects and Director of Curriculum and Instruction</p> <p>Advancement and Henry Mayo Grant for PD time</p>	VAPA lessons are shared among teachers on shared drives by Nov 2022
<p>Goal 2: Establishing Grade Level Equity</p> <p><i>**Same action located in Strategic Direction I, Phase 1</i></p>	Create arts integration PD for teachers district-wide	<ol style="list-style-type: none"> 1. Establish a district VAPA teacher team with at least one primary teacher & one upper per site & establish its leadership 2. Tie in VAPA lessons with monthly cultural celebrations (ex. every 1st graders in Sept. will do...) 3. Use pacing guide to ensure equity 4. Utilize CIP day for Arts Integration PD 5. Create follow-up and sharing of best practices/outcomes for inspiration 6. Admins follow up with teacher to ensure pacing guide is being followed 	<p>Director of Curriculum and Instruction</p> <p>Teachers receive extra duty pay</p>	Leadership team is established and one CIP day training is scheduled by Jan 2023 with pacing guide in use
Goal 2: Establishing Grade Level Equity	Survey DLI & SPED classes about how they are using current VAPA resources and what we need to do/modify to better serve those student populations' needs	<ol style="list-style-type: none"> 1. Ask Admin if they know how their sites are using the lessons 2. VAPA Leadership Team to work with DLI & SPED teachers to create modified lessons 	<p>Coordinator of Assessment & Special Projects and Director of Curriculum and Instruction</p> <p>Advancement Grant and Henry Mayo Grant for PD time</p>	Modified VAPA lessons for DLI & SPED classes are developed and shared by May 2023



Same action located in Strategic Direction I, Phase 1

Strategic Direction I: Phase II
Strengthen VAPA Curriculum and Instruction
PHASE II: 2023- 2025

Goal	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 1: Expand VAPA Curriculum	Deepen understanding of VAPA Standards and Frameworks	1. Formalize and document VAPA Standards to existing Cultural Competencies and Recognitions	Director of Curriculum and Instruction	Links to lessons on pacing guide linking VAPA standards to existing Cultural Competencies and Recognitions by Jan 2024
Goal 2: Create PD Opportunities <i>** Same action located in Strategic Direction III, Phase II</i>	Expand upon opportunities for arts integration PD for teachers district -wide	1. Expand PD opportunities for VAPA teacher teams with a wider variety of teaching artists in same discipline as pacing guide efforts. 2. Provide opportunities such as CIP time or release time to model lessons taught by VAPA teams. 3. Provide specific days for teachers to come together to share their lessons with the VAPA experts and vet them before they are added to the pacing guide 4. Provide time for teacher VAPA experts to collaborate and design additional lessons	Director of Curriculum and Instruction Teachers receive extra duty pay for teachers modeling lessons, pay for substitute teachers if release time is used, use Advancement Grant for an arts integration opportunity with an artist resident who will also provide PD to integrate VAPA into the classroom	Teachers integrating VAPA into classroom based on Artist Residency experience by May 2025
Goal 3: Develop Collaborative Opportunities for Teacher Lesson Design	Create shared Arts Integration Resource	1. Add new lessons (standards based) and samples to both new & existing lessons in Clever 2. Communicate to teachers and provide support and share best practices through after school optional workshops	Director of Curriculum and Instruction Teachers receive extra duty pay	Teachers integrating VAPA into classroom based on lessons in Clever by May 2025
Goal 1: Expand VAPA Curriculum	Introduce teachers to VAPA Standards, ensure all teachers know existing resources and where they are located	1. Identify VAPA Standards from a new discipline each year of the phase to be followed 2. Carin and Robin will select small group of teachers to develop and provide training in VAPA standards (one discipline per year) 3. Small group from guiding coalition of teachers train admin and admin train their teachers at each site 4. Add new VAPA standards to the pacing guide 5. Follow-up or check in on status of goal	Director of Curriculum and Instruction Teachers receive extra duty pay	Increase to 60% of teachers using available VAPA lessons in both disciplines by May 2025
Goal 1: Expand VAPA Curriculum	Further analyze VAPA Standards and Frameworks to align lessons and activities to grade-level expectations	1. Create a VAPA standards district pacing guide for 2 additional disciplines	Director of Curriculum and Instruction	Pacing guide for each discipline, completed by May 2024 and May 2025
Goal 1: Expand VAPA Curriculum	Organize School Site Showcases Annually.	1. Each school site organizes annual VAPA showcase	School site administrator Parent Leader Organization to fund	School site showcases held by May 2024 and May 2025
Goal 1: Expand VAPA Curriculum	Organize District-wide Showcase Annually	1. Admins select at time during the spring semester for culminating showcase with theme based on pacing guide and staff input (around Open House?) 2. Schedule on Master Calendar for each year 3. Reserve space 4. Collect work/ organize performances 5. Advertise and invite educational partners, community members and school board 6. VAPA leadership team plans agenda and refreshments	VAPA leadership team	District-wide showcase held by May 2024 and May 2025

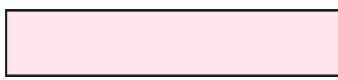
Same action located in Strategic Direction III, Phase II

Strategic Direction II: Phase II
Ensure VAPA Sustainability
PHASE II: 2023- 2025

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
<p>Goal 3: Explore Community Partnerships</p> <p>AND</p> <p>Goal 4: Sustainable Funding and Resources for VAPA Programs</p>	Reach out to effective VAPA programs to explore community partnerships for art residencies and PD	<ol style="list-style-type: none"> Administrators schedule presentations with artists on approved list from Saugus Union community task force Administrators secure and schedule arts residencies and related PD 	<p>Director of Curriculum and Instruction</p> <p>Funds from Advancement Grant</p>	Artist residencies and related PD will be scheduled by December 2023
Goal 1: Empower Educational Partners to Provide Feedback	Monitor progress in student VAPA experiences with a survey for teachers, students, & parents and provide time for teachers to share database of lessons with each other	<ol style="list-style-type: none"> Director of Curriculum and Instruction updates and distributes survey that includes optional testimonials and art samples (possible inclusion in Clever database) Analyze results Provide specific days for teachers to come together to share these lessons with the VAPA experts and vet them before they are added to the pacing guide Provide time for teacher VAPA experts to collaborate and design additional lessons Share and distribute results to educational partners at Board meeting 	Director of Curriculum and Instruction	Survey results will be compiled and lesson samples shared among teachers, with lessons implemented at least once per month by May 2023

Strategic Direction III: Phase II
Establish VAPA Equity District Wide
PHASE II: 2023-2025

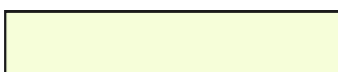
Goal	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 1: Utilize Digital Resources for VAPA Expansion	Visual Arts and Music specialists continue to create digital lessons to be shared in Drive and used by all on a weekly basis according to the pacing guide	<ol style="list-style-type: none"> 1. Ed. Services lets admin know how to access the drive/content so they, in turn, let their teachers know 2. As music specialists visit the sites, they can do a live demonstration of recorded lessons or expand on lessons 3. Monthly check-in and share on SUSD VAPA websites regarding how art lessons are delivered and received 	Coordinator of Assessment & Special Projects and Director of Curriculum and Instruction LCAP funds	Visual Arts and Music digital lessons are shared in Drive and used by all on a weekly basis according to the pacing guide by May 2024
Goal 2: Establishing Grade Level Equity	Continue working with DLI and SDC teachers to expand and modify VAPA resources to meet their needs as grade levels are added.	<ol style="list-style-type: none"> 1. Lessons and/or content is translated or voiced-over for instruction in Spanish. 2. Revisit Phase 1 modifications to make adjustments as needed 	Coordinator of Assessment & Special Projects and Director of Curriculum and Instruction Advancement and Henry Mayo Grant for PD time	Modified VAPA lessons for DLI & SDC classes are developed and shared by May 2024
Goal 2: Establishing Grade Level Equity	Expand upon opportunities for arts integration PD for teachers district -wide	<ol style="list-style-type: none"> 1. Expand PD opportunities for VAPA teacher teams with a wider variety of teaching artists in same discipline as pacing guide efforts. 2. Provide opportunities such as CIP time or release time to model lessons taught by VAPA teams that tie into cultural celebrations with the VAPA experts and vet them before they are added to the pacing guide. 3. Provide specific days for teachers to come together to share their lessons with the VAPA experts and vet them before they are added to the pacing guide 4. Provide time for teacher VAPA experts to collaborate and design additional lessons 5. Share and distribute results to educational partners at Board meeting 	Director of Curriculum and Instruction Teachers receive extra duty pay for teachers modeling lessons, pay for substitute teachers if release time is used, use Advancement Grant and Henry Mayo for an arts integration opportunity with an artist resident who will also provide PD to integrate VAPA into the classroom	Teachers integrating VAPA into classroom based on Artist Residency experience by May 2025
Goal 1: Utilize Digital Resources for VAPA Expansion	Administrators continue to set the expectation that the digital resources provided to all teachers should be utilized at least weekly according to the pacing guide	<ol style="list-style-type: none"> 1. Ed Services lets admin know this is an expectation 2. Admin let staff know at BOY staff meeting 3. End of year, Admin survey teachers on ease of use and implementation on digital lessons annually 	Director of Curriculum and Instruction	Lessons shared digitally are utilized by teachers at least weekly according to the pacing guide by May 2025
Goal 1: Utilize Digital Resources for VAPA Expansion	Teacher VAPA expert lessons are curated monthly	<ol style="list-style-type: none"> 1. Teacher VAPA experts given time each month to curate the lessons in the database 2. New lessons entered into a PENDING folder 3. Curated lessons then filed into appropriate folders (i.e. by cultural celebration or theme) 	Coordinator of Assessment & Special Projects and Director of Curriculum and Instruction Extra Duty Pay	VAPA expert lessons are curated monthly by May 2025



Same action located in Strategic Direction I, Phase II

Strategic Direction I: Phase III
Strengthen VAPA Curriculum and Instruction
PHASE III: 2025- 2027

Goal	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 1: Expand VAPA Curriculum	Further analyze VAPA Standards and Frameworks to align lessons and activities to grade-level expectations	1. Create a VAPA Standards pacing guide for two additional disciplines	Director of Curriculum and Instruction	Pacing guide for each discipline, completed by May 2026 and May 2027
Goal 2: Create PD Opportunities	Expand upon opportunities for arts integration PD for teachers district -wide	1. Expand PD opportunities for VAPA teacher teams with a wider variety of teaching artists in same discipline as pacing guide efforts. 2. Provide opportunities such as CIP time or release time to model lessons taught by VAPA teams. 3. Provide PD for all teachers for VAPA lessons aligned to Cultural Competencies and Recognitions	Director of Curriculum and Instruction Teachers receive extra duty pay for teachers modeling lessons, pay for substitute teachers if release time is used, use Advancement Grant for an arts integration opportunity with an artist resident who will also provide PD to integrate VAPA into the classroom	Teachers integrating VAPA into classroom based on Artist Residency experience by May 2025
Goal 1: Expand VAPA Curriculum	Introduce teachers to VAPA Standards, ensure all teachers know existing resources and where they are located	1. Identify VAPA Standards from a new discipline each year of the phase to be followed 2. Director of Categorical and Special Programs and Coordinator of Assessment & Special Projects will select small group of teachers to develop and provide training in VAPA standards (one discipline per year) 3. Small group from guiding coalition of teachers train admin and admin train their teachers at each site 4. Add new VAPA standards to the pacing guide 5. Follow-up or check in on status of goal	Director of Curriculum and Instruction Teachers receive extra duty pay	Increase to 60% of teachers using available VAPA lessons in both disciplines one by May 2026, one by May 2027
Goal 1: Expand VAPA Curriculum	Organize School Site Showcases Annually	1. Each school site organizes annual VAPA showcase 2. Administrator meets with parent leader group to set a date and committee to plan the cultural celebrations activities	School site administrator Parent Leader Organization to fund	School site showcases held by May 2026 and May 2027
Goal 1: Expand VAPA Curriculum <i>** Same action located in Strategic Direction III, Phase III</i>	Organize District-wide Showcase Annually	1. Admins select at time during the spring semester for culminating showcase with theme based on pacing guide and staff input (possibly around Open House) 2. Schedule on Master Calendar for each year 3. Reserve space 4. Collect work/ organize performances 5. Advertise and invite educational partners, community members and school board 6. VAPA leadership team plans agenda and refreshments	VAPA leadership team	District-wide showcase held by May 2026 and May 2027



Same action located in Strategic Direction III, Phase III

Strategic Direction II: Phase III
Ensure VAPA Sustainability
PHASE III: 2025- 2027


GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 2: Employ VAPA Leadership	VAPA Leadership committee member takes on VAPA leadership at the school site	<ol style="list-style-type: none"> 1. Site VAPA leader acts as a liaison between the school site and the district for district wide arts showcase 2. Site VAPA leader works with VAPA leadership team and teachers to create annual VAPA showcases at each site 	<p>VAPA leadership team</p> <p>Parent Leader Organization to fund</p>	Site VAPA leaders established at school sites with showcase and liaison duties by December 2025
<p>Goal 3: Explore Community Partnerships</p> <p>AND</p> <p>Goal 4: Sustainable Funding and Resources for VAPA Programs</p> <p>** Same action located in Strategic Direction III, Phase III</p>	Reach out to effective VAPA programs to explore community partnerships for art residencies and PD	<ol style="list-style-type: none"> 1. Administrators start a Saugus Union community task force to establish contact/connections with local artists to create an approved list of resources 2. Saugus Union community task force schedule oversee and access artist residencies and related PD 3. Saugus Union community task force schedules presentations with artists on approved list from Saugus Union community task force if seeking new residencies 4. Saugus Union community task force secures and schedules new or recurring arts residencies and related PD with the development of lesson plans 5. New, resulting lesson plans are shared digitally 	<p>Director of Curriculum and Instruction</p> <p>Funds from Advancement Grant</p>	Artist residencies and related PD will be scheduled by December 2025
Goal 1: Empower Educational Partners to Provide Feedback	Monitor progress in student VAPA experiences with a survey for teachers, students, & parents	<ol style="list-style-type: none"> 1. Director of Curriculum and Instruction creates survey that includes optional testimonials and art samples (possible inclusion in Clever database) & distributes it 2. Analyze results 3. Share and distribute results to educational partners at Board meeting 	Director of Curriculum and Instruction	Survey results will be compiled and shared by May 2025



Same action located in Strategic Direction III, Phase III

Strategic Direction III: Phase III
Establish VAPA Equity District Wide
PHASE III: 2025- 2027

Goal	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK/ TIMELINE
Goal 1: Utilize Digital Resources for VAPA Expansion ** Same action located in Strategic Direction II, Phase III	Reach out to effective VAPA programs to explore community partnerships for art residencies and PD	<ol style="list-style-type: none"> 1. Administrators start a Saugus Union community task force to establish contact/connections with local artists to create an approved list of resources 2. Saugus Union community task force to schedule oversee and access artist residencies and related PD 3. Saugus Union community task force schedules presentations with artists on approved list from Saugus Union community task force if seeking new residencies 4. Saugus Union community task force secures and schedules new or recurring arts residencies and related PD with the development of lesson plans 5. New, resulting lesson plans are shared digitally 	Director of Curriculum and Instruction Funds from Advancement Grant	Artist residencies and related PD will be scheduled by December 2025
Goal 1: Utilize Digital Resources for VAPA Expansion	Include student work examples with the lessons in the lesson database for both Music and Visual Art (Meet the Masters)	<ol style="list-style-type: none"> 1. Ask teachers to take pictures of student work samples or a digital copy of the work sample for each of their lessons and add to a specified google drive 	Coordinator of Assessment & Special Director of Curriculum and Instruction Extra Duty Pay	Student work samples will be included in google drive database by Jan 2026
Goal 2: Establishing Grade Level Equity ** Same action located in Strategic Direction I, Phase III	Organize District-wide Showcase Annually	<ol style="list-style-type: none"> 1. Admins select at time during the spring semester for culminating showcase with theme based on pacing guide and staff input (possibly around Open House) 2. Schedule on Master Calendar for each year 3. Reserve space 4. Collect work/ organize performances 5. Advertise and invite educational partners, community members and school board 6. VAPA leadership team plans agenda and refreshments 	VAPA leadership team	District-wide showcase held by May 2026 and May 2027

 Same action located in Strategic Direction II, Phase III

 Same action located in Strategic Direction I, Phase III

STRATEGIC DIRECTIONS

Goal 1: Expand VAPA Curriculum

sample actions:

- VAPA TOSAs create PD & Pacing guide

Goal 2: Create PD Opportunities

sample actions:

- TOSAs designated specifically for VAPA
- create arts integration PD for teachers
- Infusing VAPA standards into content PD

Goal 3: Develop Collaborative Opportunities for Teacher Lesson Design

sample actions:

- Collaborative planning time to create arts within the grade level curriculum
- CIP day: unpack standards and lessons too
- create opportunities for grade level teacher VAPA collaboration

Strengthen VAPA Curriculum and Instruction

Goal 1: Empower Stakeholders to Provide Feedback

sample actions:

- Survey Teachers (needs assessment)
- Teacher and student testimonials re: current VAPA experiences

Goal 2: Employ VAPA Leadership

sample actions:

- Adding more arts instructors
- Bring back ToSAs
- Leverage Site Leadership Teams to include VAPA focus
- establish site committee member with VAPA focus
- VAPA expert at the site

Goal 3: Explore Community Partnerships

sample actions:

- Reaching out to effective VAPA programs
- Explore Community Partnership

Goal 4: Secure Sustainable Funding and Resources for VAPA Programs

sample actions:

- ensure LCAP fund allocation for VAPA
- establish VAPA committee for resource parity

Ensure VAPA Sustainability

Goal 1: Utilize Digital Resources for VAPA Expansion

sample actions:

- Continue creating digital lessons accessible to all
- Use digital tools to "buddy up" among schools

Goal 1: Establishing Grade Level Equity

sample actions:

- create uniform VAPA opportunities for each grade level (EG rite of passage)
- Create Grade level VAPA norms (eg. meet the masters)
- Consistent grade level art opportunity
- Designate specific time for VAPA

Establish VAPA Equity District Wide

What do we want to see in place at Saugus Union School District within 5 years as a result of our actions?

Celebratory Culminating Showcases	Student Centered and Arts Integrated Curriculum	Sustainable Community Partnerships	Dynamic and Comprehensive VAPA Instruction	Robust Teacher Training, Enrichment and Resources	Diverse, Inclusive VAPA Experiences
student theater performances 2x/year	Alignment of instruction with grade level arts standards	annual financial support for art activities for every school	art & music lesson 1 hr/wk/each	Professional Development for teachers 3x/year	1 cultural celebration every 2 months
end of year arts showcase	qualitative and quantitative assessments in place (to guide our implementation and next steps)	arts education valued as core curriculum	dance lessons incorporated in PE (2 units/yr)	Meaningful, engaging, FUN Professional Development	compassionate, creative, thoughtful students
more venues to present art programs	partnership with arts & core content pedagogy	partnership with different nonprofit organizations that offer art related activities	each grade level learns different instrument	Develop a central location for teacher resources	every child, every year experiences the arts
culminating unit activities/assessments that involve the arts	arts integration across the curriculum	tapping into community resources (CTG, etc.)	all arts represented	Art and music specialists at each site providing collaborative training	
performing arts groups at school sites	VAPA as part of their social emotional and academic learning	arts opportunities to all students			
invite community artists 1/month					