

Five-Year Strategic Arts Plan



2025-2030

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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.

Baldwin Park Unified School District Vision

In a culture of high expectations and academic rigor and an environment of support, understanding, and emotional safety, all Baldwin Park Unified School District students will graduate with a valued and highly respected diploma, prepared with the relevant skills, knowledge, and personal attributes necessary for success in a university or other institution of higher education and/or any post-secondary options of their choice.

BPUSD Mission

Ensure High Achievement for ALL Learners

BPUSD Core Values

Core Values Learning First				
Family	Rigor	Thrive	Integrity	Service
Collaboration Community Culture Diversity	Achievement Action Risk-Taking Solution-Driven	Creativity Passion Positivity Vision	Honesty Respect Transparency Trustworthiness	Accountability Advocacy Dedication Support

Baldwin Park Local Control and Accountability Plan Goals

Goal 1: Maintain a framework for 21st Century Learning that prepares students with the relevant skills and knowledge to be college and career-ready.

Goal 2: Foster an environment of support, understanding, and emotional safety for students and all educational partners to increase student achievement.

Goal 3: Promote a culture of collaboration by strengthening and increasing partnerships and effective communication systems amongst all stakeholders.

Goal 4: North Park Continuation was identified for Equity Multiplier based on nonstability and percentage of socioeconomically disadvantaged pupil rates. Through professional development, coaching, social services support, online tutoring, and parent engagement activities, North Park will provide support to succeed that focuses on closing equity gaps for identified student groups performing in the “very low” category in mathematics, suspension rates, and college career readiness, as evidenced on the California School Dashboard.

Goal 5: The Baldwin Park Unified School District, identified for Equity Multiplier funds, is driven by a clear goal. This goal is to improve student success by closing the gap for identified student groups. By providing support, the district aims to close performance gaps for student groups performing in the “very low” category in English language arts, mathematics, suspension rate, and college career readiness, as evidenced on the California School Dashboard.

Visual and Performing Arts

At BPUSD, we believe that arts education is essential to the holistic development of our students. Engaging in visual and performing arts (VAPA) fosters creativity, critical thinking, and emotional expression, equipping students with skills that transcend the classroom. Our District is committed to providing students with access to high-quality instruction, state-of-the-art facilities, and numerous opportunities to showcase their talents.

Baldwin Park Unified School District Arts Education Background and Executive Summary

Baldwin Park Unified School District is known for its secondary music program and visual arts program, engaging hundreds of students in rich arts instruction and performance opportunities. Throughout the years Visual and Performing Arts have continued to thrive in our district. Visual and Performing Arts (VAPA) teachers engage students in the highest level of instruction. Baldwin Park Unified School District students, in grades TK-12, are given opportunities to engage in rigorous and meaningful content through VAPA related activities and opportunities. Recent data confirms that 95% of schools offer music instruction in courses including piano, band, strings, orchestra, choir, and percussion. Data also confirms that 80% of Baldwin Park USD schools offer Visual Arts instruction in courses including ceramics, art, photography, and drawing. Dance and Media arts, such as dance drills, digital arts and video production are offered at 40% of Baldwin Park Schools. Theater instruction, such as play production and drama, is offered at 45% of Baldwin Park schools.

The District has a team of dedicated (VAPA) instructors that work diligently to offer the best arts education experiences possible. Baldwin Park USD Superintendent Dr. Froilan N. Mendoza and the Board of Education, are strong advocates for the arts and are both supportive and dedicated to providing enriching opportunities for students to explore their talents, especially in the areas of visual and performing arts.

The VAPA teachers and administrators in Baldwin Park stand by the following statement that grounds the Vision for Arts Education in Baldwin Park: "All stakeholders thrive in a vibrant, district-wide Visual and Performing Arts Culture." Through this statement, students are guided to reach high standards in visual and performing arts, aimed at the development of art appreciation and skills of creative expression.

FIVE-YEAR PLAN VISION ELEMENTS

In January 2025, Baldwin Park USD established an Arts Planning Committee to develop a new five-year strategic plan for arts education. Following a review of the vision elements from the 2018-2023 Strategic Arts Plan, the planning committee updated the vision elements to reflect the following:

With the five-year plan, the district strives to see the following in place:

Well equipped and dedicated VAPA spaces and resources	Qualified personnel for arts coordination	Impactful and meaningful celebrations of the arts	Supportive, accessible and sustainable funding streams	Committed community partners	High quality, equitable and sought-after arts programs	College and career focused pathways	Relevant and meaningful VAPA professional development
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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. The strategic directions are not silos but part of an overlapping whole system that ensures movement towards enacting the vision while addressing challenges.

STRATEGIC DIRECTION A: Infrastructure, Funding and Sustainability, LCAP Goals 1, 5

- Goal 1: Provide transparent and collaborative funding to empower arts programming
- Goal 2: Highly qualified and dedicated personnel and staffing
- Goal 3: Create and update VAPA spaces

STRATEGIC DIRECTION B: Coordination and Communication, LCAP Goals 2, 3

- Goal 4: Reformulate VAPA leaderships
- Goal 5: Enhance and expand communication systems

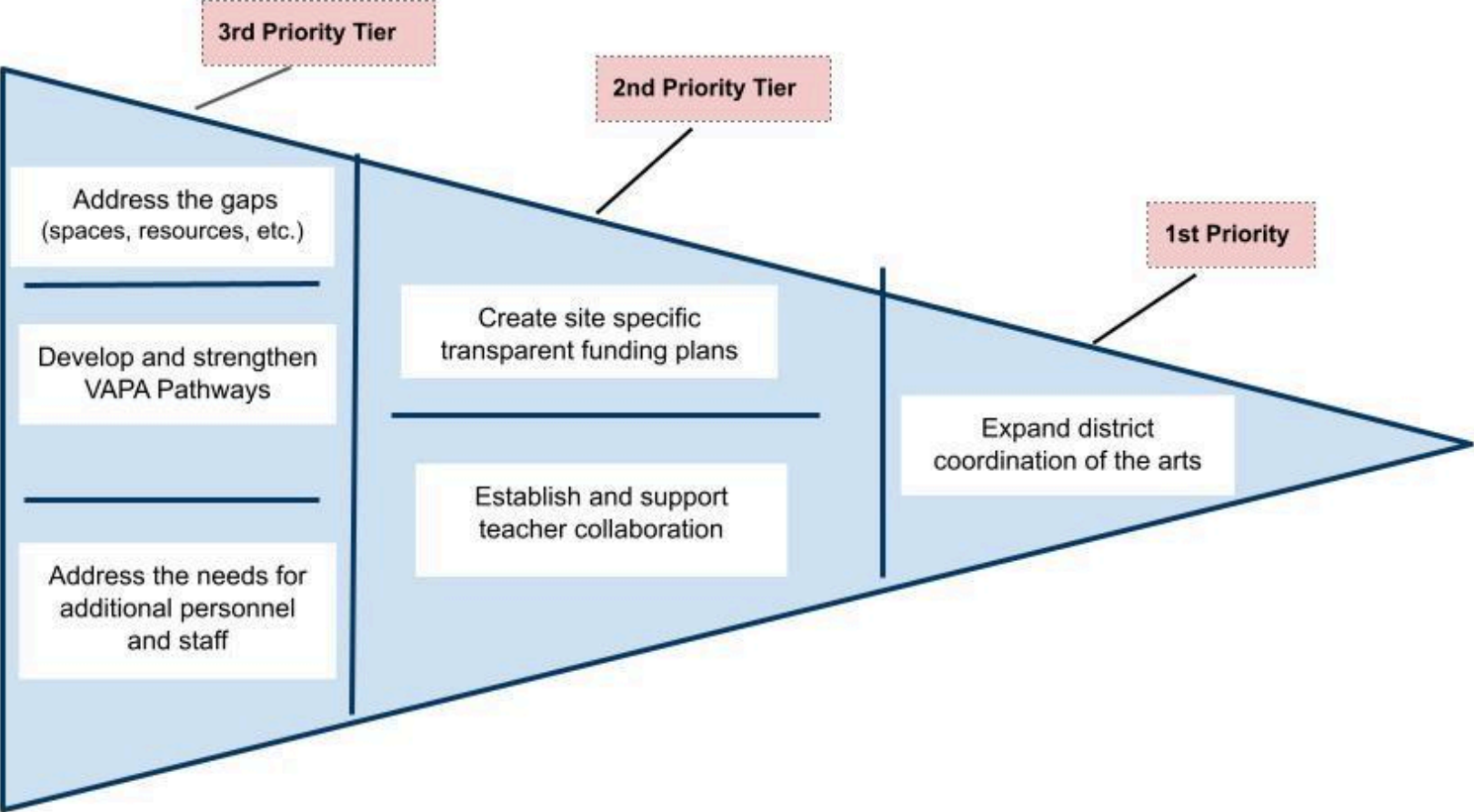
STRATEGIC DIRECTION C: Professional Development and Curriculum, LCAP Goals 1, 3, 4, 5

- Goal 6: Deliver engaging and relevant professional development
- Goal 7: Ensure purposeful collaboration
- Goal 8: Initiate and develop curriculum and instruction pathways TK-12
- Goal 9: Cultivate partnerships to support implementation



PRIORITY WEDGE

As the district begins implementing the plan, the committee has identified the highest leverage implementation actions. The areas below articulate those *first*, *second* and *third* level priorities.



Action Plan Phase 1: 2025-2027

Strategic Direction A: Infrastructure, Funding and Sustainability		
Goal 1: Highly qualified and dedicated personnel and staffing		
Action(s)	Tasks	Measurable Outcome / Metrics
Secure District Arts Coordination (Ongoing)	☐ Establish a VAPA Committee composed of district-wide stakeholders (i.e. site leads, VAPA representatives, admin, staff, etc.) ☐ Define the type of VAPA secondary and elementary liaison/representative needed (full time, stipend, ½, FTE, etc...) ☐ Establish a timeline for 3-4 meetings per year with the Committee ☐ Have all VAPA teachers meet on a bi-annual basis (Aug-Sept and Jan-March) ☐ Consider incorporating VAPA priorities and goals into school site plans	Quarterly minutes that reflect: -Progress towards VAPA-specific individual school site goals -Increased representation from all stakeholders P-12's (Prop. 28) processed for each: -Visual Arts representatives secondary -Performing Arts representative secondary -Elementary VAPA representative Appointed Performing and Visual Arts site leads in secondary and elementary
Ensure elementary VAPA instruction is delivered by highly qualified teachers (Ongoing)	☐ Conduct a needs assessment and document ☐ As VAPA TOSA positions become available for elementary, ensure they are filled by credentialed teachers	-Data report on instructional needs and gaps -Gaps addressed and filled -Contracts with VAPA specific organizations -Additional arts credentialed teachers in place
Increase classified support staff for art programs	☐ Assign dedicated Educational Technology and Support Department (ETS) personnel to support media courses ☐ Investigate options for providing support needs to Special Education and English Language (EL) learners in VAPA classes (music, media arts, visual arts, dance, theatre) ☐ Hire specialist coaches in music and drama	-Needed personnel in place -Increased student achievement and engagement -Reduced technical issues in Art Media labs and other specialized programs and equipment implementation

Goal 2: Transparent and collaborative funding to empower arts programming

Action(s)	Tasks	Measurable Outcome / Metrics
Establish process for teacher informed budget decisions (Ongoing)	☐ Vision meetings with pathway teachers to determine allocation across the next 3 years ☐ Ensure teacher participation in budget meetings ☐ Site budget planning meetings 2-3 times per year ☐ Publish required Prop 28 report online	Established arts budget spreadsheet for each school site updated in real time: -Prop 28 funding plan created -AMIM grant -Site VAPA funds allocations -District VAPA funds allocations -All future funding sources identified

Goal 3: Create and update VAPA spaces

Action(s)	Tasks	Measurable Outcome / Metrics
Establish adequate spaces and facilities for implementing VAPA (Ongoing and Sustained)	☐ Assess current programs at all schools and identify future needs (i.e. funding, resources) ☐ Identify existing district and community resources that may fit identified needs ☐ Develop/define designated visual arts spaces at all middle schools	Established spaces that rival our neighboring districts (examples): - Technical theater teaching space - Turnkey broadcasting / photo/ media arts studio spaces which meet industry standards Dedicated visual arts spaces at each middle school Real world, 21st century spaces, equipment, and learning experiences across the arts disciplines

**Strategic Direction B:
Coordination and Communication**

Goal 4: Reformulate VAPA leadership

Action(s)	Tasks	Measurable Outcome / Metrics
Identify a VAPA Committee Leadership Cluster (Ongoing and sustained)	☐ Discipline-specific representatives who report to the VAPA coordinator. (elementary, secondary visual arts, secondary performing arts) ☐ VAPA representatives will meet and collaborate with discipline-specific teams ☐ VAPA representative will stay informed of the allocation of funds ☐ Support the coordination of logistics, scheduling, and facilities	3 discipline-specific representatives (elementary, secondary visual arts, secondary performing arts) in place by Phase 2 of Plan Implementation. Meeting calendar is established and includes: -Funding -Scheduling -Facilities -Subject-specific teams
Define duties and responsibilities within the VAPA Committee	☐ Clearly define roles and responsibilities for each VAPA representative ☐ Survey and collect data to support the implementation of the Strategic Arts Plan	Roles and responsibilities defined (ex: PAC calendaring, district events, etc.) Survey data documented and shared with VAPA Committee and representatives

Goal 5: Enhance and expand communications

Action(s)	Tasks	Measurable Outcome / Metrics
Establish a two-way communication system between VAPA representatives and all stakeholders (Ongoing)	☐ Creating a channel of communication (teacher→Site VAPA representation→VAPA Leadership→District Admin) ☐ Calendar time for VAPA representatives to share updates and communicate with site staff	Scheduled meetings are included in the established calendar -School sites (elementary) -Departments (MS/HS) Flow chart, including designated representatives, is created and shared with staff showing proper procedure to address needs and concerns

Promote and market VAPA programs (Ongoing)	☐ Create marketing materials (digital and physical) to distribute within the district and neighboring districts	Leadership team will create marketing materials with the input of VAPA teachers for distribution at: -Site and district showcase events -Enrollment events -Counseling offices for student class selections -Online marketing (websites, social media) Marketing material is shared with district public information officer to distribute electronically and/or via social media
Incorporate the VAPA vision into the district vision (2026-2027)	☐ VAPA Leadership works with district officials to incorporate both visions.	VAPA vision is included in the district website and all related documents and informational material established by the end of 2026-2027 school year

**Strategic Direction C:
Professional Development and Curriculum**

Goal 6: Deliver engaging and relevant professional development

Action(s)	Tasks	Measurable Outcome / Metrics
Subject-specific PD for implementing the arts (music, visual arts, theatre, dance, media arts) (Ongoing)	☐ VAPA Committee Leadership Cluster create a list of potential professional development opportunities for all teachers (including arts integration options for elementary) ☐ Allow teachers to choose a method of professional development (including conferences and needed resources) that meets their instructional ☐ Allocate funding and find providers ☐ Calendar PD opportunities	-PD Agendas and attendance rosters -Post PD Survey -Compiled data of teacher participation at each school site for VAPA PD -Feedback on additional needs/support

Goal 7: Ensure purposeful collaboration

Action(s)	Tasks	Measurable Outcome / Metrics
TK-12 content-specific collaboration that includes planning time (Ongoing)	☐ Identify providers and/or facilitators ☐ Identify time and calendar dates for PD and planning	-Meeting minutes, agendas and attendance roster -Curriculum updates
Identify collaboration groups for vertical alignment (Elementary to High School) (Ongoing)	☐ Decide on the configuration for the collaboration groups ☐ Outline goals, collaboration timeline and outcomes ☐ Identify time and calendar dates for tasks	-Meeting minutes, agendas and attendance roster -Curriculum updates
Provide elementary instructional Art TOSAs collaboration time for lesson planning (Ongoing)	-Identify time and calendar dates to generate/create follow-up lessons for elementary classroom teachers	-Generated lesson plans -Elementary Instructional Art TOSA scheduled collab time in calendar/schedule

Goal 8: Initiate and develop curriculum and instruction pathways TK-12		
Action(s)	Tasks	Measurable Outcome / Metrics
Increase the delivery of VAPA instruction in all disciplines at the elementary level (Ongoing)	☐ Identify potential providers to deliver programming (teaching artists, organizations, consultants, etc.) ☐ Investigate and plan for potential long-term in district personnel for VAPA ☐ Identify potential curriculum and/or create a bank of lessons that all elementary teachers have access to ☐ Allocate elementary VAPA instructional time at each site	-A website or Google Classroom with a lesson bank and resources -Job descriptions for in-district VAPA personnel -Elementary Instructional VAPA schedule
Strengthen and develop Secondary VAPA CTE Pathways for college and career readiness (Ongoing)	☐ Establish and maintain articulation and/or Dual Enrollment agreements with community colleges ☐ Teachers develop a 5 year visionary plan to keep up with evolving technology and new media ☐ Develop the pathway between MS to HS ☐ Establish vertical articulation to feeder schools	-Data on students in articulated programs and dual enrollment classes -District supported events that bring together middle and secondary students (8th grade visits, CTE roadshow)
Develop and strengthen VAPA at all middle schools (Ongoing)	☐ Identify time and calendar dates for vertical teaming between HS and MS ☐ Incorporate more VAPA elective choices at Middle schools	-Meeting minutes -Master schedules and extended learning opportunities show increased offerings of VAPA at middle schools
Goal 9: Cultivate Partnerships to support implementation		
Action(s)	Tasks	Measurable Outcome / Metrics
Identify a point person(s) who seeks out partnerships with VAPA experts, field trips, and assemblies to be used as a resource	☐ Identify point person(s) to seek out partnerships with VAPA experts, field trips, and assemblies to be used as a resource ☐ Develop a resource list of partner contacts to be disseminated across sites ☐ Identify partners who can provide apprenticeships and internships ☐ Establish the protocols and procedures for engaging students in outside opportunities (student internships)	-Point person(s) identified - List of contacts created and disseminated across sites -Established protocols and procedures for student internships created

Action Plan: Phase II (2027-2030)

Strategic Direction A: Infrastructure, Funding and Sustainability		
Goal 1: Highly qualified and dedicated personnel and staffing		
Action(s)	Tasks	Measurable Outcome / Metrics
Ensure elementary VAPA instruction is delivered by highly qualified teachers (ongoing)	☐ Track progress, outline next steps and address potential hiring needs (FT, PT and/or partnerships that can support implementation needs per discipline)	-Increase in the number qualified VAPA teachers -Increase capacity building for all teachers
Goal 2: Transparent and collaborative funding to empower arts programming		
Action(s)	Tasks	Measurable Outcome / Metrics
Share applicable funding sources with the VAPA Committee	☐ Update site spending plans and share with District VAPA Committee and district leadership	-Updated reports and funding sources for implementing VAPA
Seek and identify additional funding sources and grants (Ongoing)	☐ Create a spreadsheet of available grants and outside funding supports ☐ Identify organizations that provide arts resources to districts (professional development, supplies, instruments, etc.)	-Updated spreadsheet with available grants and funding support -Additional funding, grants and partnerships
Implement quarterly detailed reports on status of long-term district arts projects	☐ District coordinator engages in progress monitoring ☐ District coordinator compiles data and communicates at District VAPA Committee meeting	Quarterly reports that reflect progress and implementation next steps
Goal 3: Create and update VAPA spaces		
Assess current state of real world, 21st Century VAPA spaces (Ongoing and sustained)	☐ Track progress, and map next steps ☐ Report outcomes to the VAPA Committee and District Leadership	-Documented progress report -Next steps outlined and addressed

**Strategic Direction B:
Coordination and Communication**

Goal 4: Reformulate VAPA leadership

Action(s)	Tasks	Measurable Outcome / Metrics
Review and modify roles and responsibilities of VAPA Representative and District VAPA Committee	☐ Determine if VAPA representative model is working effectively ☐ Determine areas for growth and improvement within team ☐ Create and/or remove adjunct duties as needed for changing VAPA district needs	-Survey VAPA stakeholders to determine if needs are being met -VAPA representatives share an annual accountability report highlighting student involvement, budgeting, program success, etc.

Goal 5: Enhance and expand communications

Action(s)	Tasks	Measurable Outcome / Metrics
Maintain two-way communication system between VAPA leadership and all stakeholders (Ongoing)	☐ Document and update protocols and systems established in Phase 1 ☐ Track progress and report out to VAPA Committee	-Communication protocols established and implemented

**Strategic Direction C:
Professional Development and Curriculum**

Goal 6: Deliver engaging and relevant professional development

Action(s)	Tasks	Measurable Outcome / Metrics
Continue providing subject-specific PD for implementing the arts	☐ Update professional development list of providers ☐ Survey teachers to assess what PD was relevant ☐ Identify teacher leaders to deliver teacher led professional development opportunities ☐ Incorporate VAPA specific PD sessions into established district PD day	-PD surveys -Teacher led PD's -Compiled data of teacher participation at each school site -Feedback on additional needs/support -VAPA session offerings

Goal 7 : Ensure purposeful collaboration		
Action(s)	Tasks	Measurable Outcome / Metrics
Content-specific collaboration that includes planning time (TK-12) (Ongoing)	☐ Identify time, agenda, and calendar dates for PD and planning ☐ Track curriculum/lesson plan developments	-Meeting minutes, and anticipated outcomes - Curriculum updates
Identify collaboration groups for vertical alignment (Elementary to High School) (Ongoing)	☐ Identify time, agenda, and calendar dates for tasks ☐ Record articulation mapping recommendation ☐ Share outcomes with all stakeholders	-Meeting minutes, and anticipated outcomes -Articulation maps and curriculum updates
Track and monitor all collaboration efforts established in Phase 1 (content-specific, vertical alignment collaborations, and elementary Art TOSA collaboration)	☐ Assess the additional need and expand in areas where appropriate ☐ Share findings with district leadership and create a timeline for tracking the implementation of approved priorities	-Data reports, agendas, outcomes and next steps -An increase in the number of opportunities for teachers to collaborate and develop learning experiences
Goal 8: Initiate and develop curriculum and instruction pathways TK-12		
Action(s)	Tasks	Measurable Outcome / Metrics
Secondary VAPA CTE Pathways revisit and update 5 year plans	☐ Attend PD to stay current with curriculum ☐ Site visits to other schools with robust programs	-Curriculum updates -Site visit notes to be shared with VAPA teachers in PLC meetings
Survey to assess implementation needs after phase 1 implementation.	☐ Create a survey for all teachers to take to assess their needs in being effective to teach/incorporate VAPA.	-Survey Results
Develop an instructional VAPA Wheel for delivering arts	☐ Expand music to include Tk-4 ☐ Create a plan for rolling out a rotational pathway of	-Articulated map of instructional wheel design

instruction in all disciplines at elementary (music, visual arts, dance, theatre, media arts) (Ongoing)	instruction for identified disciplines (visual arts, music, theatre, dance): Draft option: (example) - Grade K: Year 1: Visual Arts and Rhythm - Grade 1: Year 2: Visual Arts, Rhythm and Dance - Grade 2: Year 3: Visual Arts, Rhythm, Dance and Theatre - Grade 3: Year 4: Visual Arts, Rhythm, Dance, Theatre and Music - Grade 4 and above (all)	-VAPA wheel schedule available for viewing -Students have more access to other arts disciplines
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Goal 9: Cultivate partnerships to support implementation		
Action(s)	Tasks	Measurable Outcome / Metrics
Professional partners lead lessons/demos to students in VAPA disciplines and electives	☐ Schedule dates/time for professional partners to come in and lead lessons/demos	-Student feedback after lesson/demo -Student work samples
Create internships or work-based learning opportunities for VAPA students	☐ Create a student application ☐ Place students in internships ☐ Collaboration with CTE/ROP Pathways, teachers and programs to ensure authentic learning opportunities	-Student internship data (work log, etc) -Student resumes and portfolios

APPENDIX

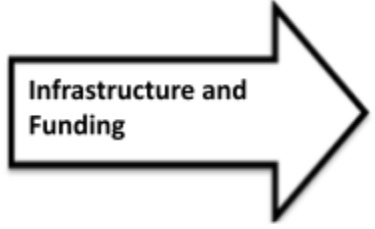
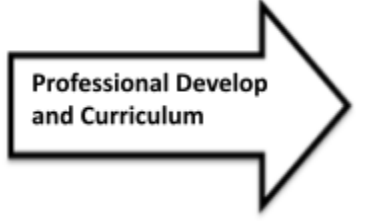
PROCESS COMPONENTS

Strengths, Challenges and Opportunities Workshop
Strategic Directions Workshop
Committee Members

On January 15, 2025, the Baldwin Park VAPA Planning Committee reflected on the strengths moving the district closer to its vision, the challenges hindering progress, and the opportunities that can drive actionable steps. Items marked with asterisks indicate areas of priority or emphasis.

Strengths <i>Momentum toward our vision</i>	Challenges <i>Forces resisting our new direction</i>
• *****Teacher longevity and quality • *Teachers that are willing to participate and support the arts (Enthusiasm) • *****Elementary visual arts TOSA • ***A VAPA TOSA is in place • *EEG Grant for professional development and other grant funding • *****Prop 28 • ***A variety of music pathways • **TELA PLP • **Music Association dues are paid for by the district • *****The Performing Arts Center (PAC) • Community pride and student commitment • **High School professional development available • *****A variety of Art Tech Pathways exist at the high school • ***The VAPA planning committee • *AMIM • There is a point person for the arts at the district level	• *****Insufficient time for collaboration • ***Outdated, insufficient resources • The role of the TOSA and point person for the arts is unclear • *****Other competing priorities • ** A need for budget transparency and communication (process, spending, etc) • ROP transparency communication system is unclear (delivery of materials and orders) • Declining enrollment • Counselors are not fully aware of existing VAPA college and career opportunities • ***Fragmented coordination and district-wide articulation of the vision for VAPA • ***Insufficient vertical alignment • Master Schedule conflicts • ***Disjointed arts curriculum at elementary • Stalled progress on projects and communication • *Overlapping and insufficient facilities/spaces • *****A need for relevant PD • *K-5 arts standards are not addressed • Insufficient expertise in some areas
Opportunities that emerge from reflecting on our strengths and challenges: • Outreach and partnership opportunities with CAL State (create college collaboration beyond CTE) • *****Leveraging Prop 28 and AMIM funds • Cultivating relationships with alumni to support various programming • Exposure to college/career VAPA Pathways • *****An opportunity for us to strengthen K-12 Vertical Articulation ○ Example: ■ K, year 1 - Visual Arts ■ 1, year 2 - Music ■ 2, year 3 - Dance ■ 3, year 4 - Theatre ■ Grade 4 and above (one all some) • Create flourishing programs that are inclusive of all programs and build upon the strength and involvement of our community • *****Paid time and increased stipends to support growing programs • Utilize the arts to support SEL, belonging and mental health • ***Improved attendance and test scores via arts engagement • ** An opportunity to Increase staffing, address gaps in instruction and deepen arts coordination • **A chance for us to explore the strengths of neighboring district arts programs • *****The Performing Arts Center (PAC) • *****Increase student engagement in the arts • Explore options for using empty school sites	

Baldwin Park USD Strategic Directions Workshop - “What creative, innovative actions can we take to address our challenges and move toward our vision?” This workshop generated the **goal areas** and **infrastructure pillars** (strategic directions) for the arts plan. *January - February 2025*

Transparent and collaborative funding to empower arts programming - Budget to maintain programs - Districts reports, and grant funding on website - Publish detailed budgetary decisions with clarity - Provide transparency and systems - Clearer understanding of budget - Early access - Timeline		Highly qualified and dedicated personnel and staffing - Add one more elementary art TOSA (two schools = one teacher) - Add choral teachers for elementary	Create and update VAPA spaces - Use a closed school as a VAPA center - Designated space - Convert available district spaces to allow for VAPA expansion	
Reformulate VAPA leadership - Create a VAPA leadership team - Create an Arts Coordinator Team (TOSA's) - VAPA adjunct duty - Create a VAPA Coach position at each elementary school - Establish a secondary VAPA TOSA - Identify a point person for each art form - Collect data - Provide transparency - Create surveys to evaluate, reevaluate and assess implementation needs		Enhance and expand communications - Establish a two-way communication system between VAPA and Cabinet - Incorporate the VAPA vision into the Master District Vision - Create a marketing committee to advertise programs		
Engaging and relevant PD - Teacher led PD for TK-12 arts instruction - Subject specific PD for arts integration - Give content areas control over PD time and activities	Ensure purposeful collaboration - District coordinated PLC days - Collaboration in specific content areas - Set up groups for collaboration - Prop 28 for sub coverage - Calendar collaboration 3x's a year (vertical/horizontal) - Adjust Art TOSA plans to include a full day of collaboration to create lessons.	Initiate and develop curriculum and instruction pathways TK-12 - Elementary to expand into all arts forms (dance, art, music, digital media, etc.) - Revise curriculum to be thematic and engaging (build skills + artist focus) - Develop CTE articulation pathways - Create a plan (i.e. arts instruction wheel based on grade level per year) - HS disciplines create 5 year plans - A master schedule revision allowing double electives - Survey to assess implementation needs - Vertical alignment - Purchase music curriculum (web based and user friendly)	Cultivate Partnership - District organized community partner day/event - Facilitate process to invite experts in the field (lead lessons, demos, etc.) - Clinicians and performance exposure	

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