



2018-2023

Strategic Plan for Arts Education Duarte Unified School District

The Development of the Strategic Plan for Arts Education is a partnership between the Los Angeles County Arts Education Collective and the Duarte Unified School District.

Duarte Unified School District

Our Mission

21st Century Schools Producing 21st Century Students

Our Vision

To provide the knowledge, skills and inspiration for each student to be successful in college, career and life.



Strategic Plan for Arts Education

“People who say it cannot be done, should not interrupt those who are doing it.” - George Bernard Shaw

History and Background for Arts Education

In October 2008, the Duarte Unified School District (DUSD) Board of Education adopted a bold policy for Visual and Performing Arts. In January of 2011, Dr. Terry Nichols returned to DUSD to lead as Superintendent. One of Dr. Nichols’ priorities was a strong K-12 music education program. To further elevate quality and access to arts education for all students, DUSD joined the Arts for All initiative of the Los Angeles County Arts Commission in the fall of 2013. Together with a team of diverse stakeholders, Arts for All Coach Celena Turney led the first Visual and Performing Arts Education Plan for the district. The Plan was presented to and adopted by the School Board in February of 2014.

The Competitive Advantage

In 2015, DUSD brought on Dr. Allan Mucerino as the Superintendent. A highly-respected educator, university professor and innovator, Dr. Mucerino spearheaded the effort known as the **Competitive Advantage Plan 2016-2021**. Dr. Mucerino and the visionary planning team developed a set of strategies that resulted in the **reversal of 15 years of declining enrollment**.

The Primary Strategic Objectives included:

Stabilizing enrollment by retaining current students and becoming a destination district for students inside and outside the district’s boundaries.

Improving the image and reputation of the district.

When published in 2015, the seven specific strategies included:

- Reconfiguring the existing elementary/middle school configurations to PK-8 academies for 4 out of 5 campuses
- Creating an equitable education for all students
- Partnering with the California School of the Arts-San Gabriel Valley (CSArts-SGV) to create a landmark and replicable compact between a school district and a public charter school
- Developing and implementing a facilities Master Plan for physical space and technology infrastructure
- Developing and implementing a rigorous assessment system
- Incrementally increasing salaries and benefits for staff
- Building trust and strengthening engagement with all stakeholders

(For complete Competitive Advantage Plan, visit www.duarteusd.org)



It was within this context of innovation, program development, collaboration and partnership that a revised Arts Education planning effort was launched.

Current Environment

Since a number of factors had changed dramatically, Arts for All (now called the Arts Ed Collective) approved a request to revise the Strategic Arts Plan for Duarte. Arts Ed Collective Coach Peggy Burt was assigned as facilitator for the plan, under the strong leadership of Erin Fish, K-8 Arts Coordinator and the Arts Task Force members. The team met to think deeply and strategically about the expansive potential for partnership with CSArts-SGV, equity for all students in the district to access high quality arts education and the strengths of the district that should be maintained and developed further. The team met on a regular basis between the Fall of 2017 and the Spring of 2018. The team represented a wide variety of stakeholders and points of view. See full team list in the last section of this document.

A New Kind of School District

Under the visionary leadership of Dr. Mucerino, the district entered into a partnership with the prestigious Orange County School of the Arts to launch their first sister school, CSArts-SGV – closely aligning a public charter school and a public school district to create new opportunities for students. DUSD truly values the arts as a key centerpiece, with the understanding that the arts prepare students for the careers of today and tomorrow that require innovation, collaboration and creativity.

Throughout our state, the growth of charter schools and magnet schools continue to challenge tradition and stretch our thinking around what education needs to offer, to be relevant within the ever changing demands of a 21st century workplace. Digital learning, online communities, and schools that release the traditional frameworks, are leading the way to change paradigms that have existed for decades. DUSD committed to become a regional district offering access to the arts for students from the San Gabriel Valley community and beyond. The launch of CSArts-SGV and creation of the joint 7/8 Grade conservatory program assisted the district to reverse the trend of declining enrollment, and welcomed students from 86 different southern California cities. Students still have a choice of a comprehensive high school or the Arts high school, but all students are experiencing arts integration and arts learning at the lower grade levels. Making the bold move to a K-8 configuration in 4 out of 5 schools (eventually to all 5 schools) has made that possible.



In the recent ***Otis Report on the Creative Economy 2018*** it was stated that for California, the creative economy supports 1.6 million jobs, and in Los Angeles, the creative industries produced an output of \$198 billion this past year. Embracing the arts, providing STEAM-based learning for students and giving students the ability to collaborate and create through the arts sets Duarte apart.

Leadership

There is a strong leadership team in place with Erin Fish as the K-8 Arts Coordinator and Liaison to CSArts-SGV. Erin works closely with leaders across the school community. She is an active member of the District Leadership Team which includes Assistant Superintendent of Educational Services, Dr. Nadia Hillman, District Level Cabinet and all site principals. Erin also works closely with the leadership of CSArts-SGV, including Principal-William Wallace and Dean of Arts-Abbe Levine. As the transition to PK-8 schools is completed, the district will continue to attract families that embrace this unique, creative learning environment. Although the departure of Dr. Allan Mucerino will be a loss to the district, his legacy will live on through the great pillars of the Competitive Advantage Plan and all that he has helped to put in place.

The Planning Process

At the beginning of the planning process, the key priority was to create a vision for how DUSD could provide a cohesive, robust and rigorous teaching and learning approach that supports arts right alongside academics. Offering a combination of arts integrated strategies and discrete arts instruction is the goal. A strong sentiment from the team was the desire to see ALL the arts embraced. *Strong community partnerships have developed to support dance, music, and visual arts programs in all of the schools.*

As a team, we explored a baseline of understanding around arts education, arts integration, the Arts Ed Collective planning process and the elements of a comprehensive arts education plan. We developed a practical vision, identified strengths and challenges and created strategic directions. In addition, we reviewed the data, and developed an idea of articulation for each discipline area. Erin Fish facilitated the opportunity for Coach Peggy Burt to tour the CSArts-SGV campus and they met with CSArts-SGV leadership to talk about additional opportunities. The CSArts-SGV leadership also attended the regular planning meetings.

All of the input and team findings were built into our plan in the key areas of ***Content, Infrastructure and Sustainability.***

Ongoing Support for Implementation

The Arts Task Force recommends that ongoing oversight of the Strategic Plan for Arts Education be brought to the Community Education Council, with the support of the K-8 Arts Coordinator for updates and progress reports.

It is further recommended that discipline-specific Task Teams (sub committees of the Arts Task Force) be named for Visual Arts, Music, Dance and Theatre to move the plan forward. In addition, a Task Team for Community Outreach could identify additional opportunities for student performances and exhibits in our community.

For the academic year 2018-2019, we have an expectation that we will be awarded Year 2 Technical Assistance through Los Angeles County Arts Commission: Arts Education Collective (application pending approval).

In this way, Arts Ed Collective Coach Peggy Burt, will be able to continue to work with the K-8 Arts Coordinator and the Task Force Teams to create a strong infrastructure to roll out the plan. This strategy -a year of planning assistance, followed by a year of implementation assistance- has been a key to success in other notable Arts Ed Collective districts/organizations. Seeing our Arts Plan as a living document that can move and respond to needs as they surface will ensure a strong system-wide arts education implementation in Duarte Unified Schools.



***THE VISION FOR A COMPREHENSIVE ARTS EDUCATION
PROGRAM IN DUARTE UNIFIED SCHOOL DISTRICT SHALL
INCLUDE:***

Relationship building to underline the value of
and support for the arts.

Articulated Curriculum and Instruction in the Arts.
Strategic Communications.

Professional Development: Especially in Arts Integration
Increased Arts Staffing Levels.
Expanded Facilities and Resources.
Strong Community Partnerships.
Ongoing Parent Engagement.

Student Opportunities to see the arts.
Student Opportunities to perform and exhibit the arts.
The partnership between Duarte Unified School District
and CSArts-SGV maximizes benefits for all students.
Reliable, Sustained Funding.

*These priorities are threaded throughout our plan and outlined in the
following goal structure...*

ARTS EDUCATION FOR DUARTE UNIFIED SCHOOL DISTRICT: GOALS FOR 2018-2023

Content: Excellence in Arts Teaching and Learning

- **Articulated and sequential, consistent, discrete and integrated teacher supported curriculum across the district**
 - Develop comprehensive **Visual Arts** Program
 - Develop comprehensive **Music** Program
 - Increase access to **Dance**
 - Increase access to **Theatre and Creative Writing**
 - Increase access to **Media Arts**
 - Provide collaborative **Professional Development/Learning** in the Arts for Educators

Infrastructure: Critical Support Needed to Facilitate Arts Teaching and Learning

- Expand number of **Credentialed Arts Specialists** (in all art forms), additionally supported by teaching artists.
- Review **scheduling** options to maximize arts offerings.
- Build a **comprehensive Music** Program.
- Identify or develop **creative, flexible facilities** dedicated to arts at every site.

Sustainability: Inspired Efforts Needed to Sustain Growth in Arts Education

- Duarte is seen as a destination for the arts: **Continue to develop collaboration between the District and the Community.**
- Coordinated, **Strategic Communications** System Wide – to engage students, parents, teachers and administrators.
- Develop strategies for Expansive **Parent Engagement.**
- Build diverse, sustainable **Funding Sources** to support all the arts in Duarte school

Duarte Unified School District
Arts Education Strategic Plan 2018-2023

Focus Area: Content: Excellence in Arts Teaching and Learning Develop a fully articulated and sequential, consistent, discrete and integrated teacher-supported arts education program across the district.				
Goal 1: Develop comprehensive Visual Arts Program				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Develop Visual Arts Curriculum: Elementary	A1. Review visual arts offerings at Elementary level (as a discrete subject). A2. Determine feasibility of offering visual arts at Valley View and Beardslee. A3. Visual Arts Task Team to develop visual arts curriculum/scope/key standards and sequence with student assessments for elementary. A4. Determine if CSArts-SGV Teachers can coach teachers on delivering the visual arts curriculum or directly teach. A5. Create increased opportunities for students to visit museums/art galleries.	K-8 Arts Coordinator and Visual Arts Task Team.	Visual Arts will be taught at every K-6/K-8 school over time.
Phase II	B. Visual Arts: Develop Arts Integration Strategies with Professional Development.	B1. Assess interest of Elementary Classroom Teachers to adopt visual arts integration strategies district-wide. B2. In partnership with teachers and teaching artists, conduct professional development for teachers. B3. Develop a cadre of teacher leaders to continue to develop visual arts integration models. B4. Provide professional development on an ongoing basis for teachers B5. Secure funding for ongoing arts supplies to support elementary teachers with visual arts. B6. Continue to expand Artful Learning.	K-8 Arts Coordinator and Visual Arts Task Team.	Visual Arts will be integrated with other key content at every K-6/K-8 school over time.
Phase II	C. Develop pathway for secondary visual arts to prepare students for all of our High Schools.	C1. Working with teachers from the High Schools, develop guidelines/ key standards to prepare 6 th -8 th grade students to access		Key components of Visual Arts will be identified for grades 6-8 to enable students to be

		opportunities in visual arts at the high school level. C2. Develop standards for a digital portfolio so students will have an ongoing record of visual arts accomplishments. C3. Explore other partnership opportunities with CSArts-SGV.		prepared to participate at the High School level.
Ongoing	D. Celebrate and Showcase Student Art Work	D1. Produce and present district-wide art exhibit D2. End of year student choice arts project – opportunity to showcase D3. Promote and incentivize participation in arts related contests and competitions.		Student art will be displayed and presented more frequently.
Goal 2: Develop comprehensive Music Program				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Develop Music Program: Elementary	A1. Review music offerings at Elementary level (as a discrete subject) A2. Music Teachers will be added to the District's roster as funding becomes available. Key Recommendations: <ul style="list-style-type: none"> • Expand choir/vocal music for early grades • Expand general Music K-4 (recommended 1 teacher per K-6/K-8) • Consider offering a choice of Band, Choir or Strings for 5th grade. 	K-8 Arts Coordinator and Music Program Task Team.	Music program will be expanded gradually over time.
Phase II	B. Expand Music Program: Secondary	B1. Consider administering a student survey to assess interest. B2. Based on survey, consider offering Band, Choir or Orchestra with accompanying productions for Grades 6-12 th .		Increase in the number of students enrolled in a variety of Music classes in grades 6-12.
Phase II	C. Explore adding elective options to the Music Program	C1. New offerings to consider: AP Music Theory, Guitar, Modern Rock Band, Mariachi, Keyboards, Jazz Ensemble.		Music electives are added based on student interest.

Phase II	D. Increase opportunities for engaging experiences for students with professional and emerging artists.	<p>D1. Develop field trip opportunities to hear live music.</p> <p>D2. Explore partnership with CSArts-SGV for Music performances – High School students to perform for Middle School/Elementary students.</p> <p>D3. Invite teaching artists/arts organizations to bring more music opportunities into the schools. Master Classes, Residencies, Broadway.</p> <p>D4. Continue to build on the success of VH1 Save the Music and Mr. Holland’s Opus funding. Seek additional funding as possible.</p> <p>D5. Review supply and maintenance of musical instruments.</p>		More opportunities for students to engage with artists at every school site and in the community.
Phase II	E. Identify “gaps” in Music Program	<p>E1. Review funding and supply needs.</p> <p>E2. Look at offering “beginning” music courses at Duarte HS to increase access.</p> <p>E3. Move Elementary music to full year model (some sites only have partial year offerings).</p> <p>E4. Increase opportunities for Students to Perform in the Community – City of Hope, etc.</p> <p>E5. Expand Musical Theatre opportunities as possible.</p> <p>E6. Address Music program needs across district schools.</p>		Address equitable distribution of resources and support for music programs across schools.
Goal 3: Increase Access to Dance				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Review offerings in Dance : Elementary/Middle School	<p>A1. Develop a Dance Program Task Team.</p> <p>A2. Review 6th/7th grade elective option (currently offered at Duarte) – could it be offered at other sites?</p> <p>A3. Work with CSArts-SGV to see if Dance Rehearsals/Performances could be attended by lower grade students.</p>	K-8 Arts Coordinator and Dance Task Team	More dance options are made available for students.

		A4. Consider bringing in performances to increase understanding of different dance genres.		
Phase II	B. Continue to develop scope and sequence in Dance for clear progression	B1. Continue to develop the scope and sequence/key standards in dance to be taught at each grade level so that all teaching artists will understand the progression of skills. B2. Determine the number of teaching artists needed to teach dance district wide. B3. Increase opportunities for students to perform over time		Dance becomes more structured and offers a sequential progression.
Goal 4: Increase access to Theatre and Creative Writing				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Consider developing arts integrated strategies to bring theatre/drama/production design into Elementary/Middle School Grades, and/or integrated arts elective wheel.	A1. Develop Theatre/Creative Writing Task Team. A2. Assess interest of Elementary/Middle Grade Teachers to adopt theatre/drama integration strategies. A3. In partnership with teachers and teaching artists, conduct professional development and/or residencies for teachers to develop integration strategies. A3. Develop a cadre of teacher leaders to continue to develop theatre arts integration models. A4. Provide professional development on an ongoing basis for teachers A5. Secure funding for ongoing supplies such as costumes, props, sets to support elementary teachers with theatre.	K-8 Arts Coordinator and Theatre Task Team.	Theatre is offered through arts integration strategies.
Phase I	B. Develop performance opportunities for students to develop theatre abilities	B1. Explore after school and in school day opportunities for plays and musical theatre productions. B2. Work with our High Schools to develop ways for younger students to participate in programs. B3. Explore opportunities for students to see High School performances. B4. Continue to seek funding support for productions and share resources across district (scripts/costumes/props, etc.)		Students have more opportunity to perform in plays and musicals.

Phase II	C. Incorporate creative writing with drama/theatre	C1. Offer creative writing workshops to elementary/middle grades students to produce publication or perform spoken word. C2. Consider offering students an opportunity to write and present devised theatre works.		Creative writing is offered as a way for student's to develop their voice.
Phase II	D. Develop scope and sequence for secondary theatre.	D1. Work with a team to develop a scope and sequence/key standards in theatre to be taught at each grade level so that all teaching artists and credentialed teachers will work together for the progression of skills. D2. For 9-12 th grade: Add to/expand Musical Theatre Electives, add Musical theatre productions, etc. D3. Explore adding Technical Theatre/production. D4. Expand opportunities for Field Trips for students to see live theatre. D5. Plan for transportation.		Theatre options are expanded.
Phase II	E. Explore opportunities to partner with CS Arts for Musical Theatre.	E1. Look into providing expanding opportunities for students in Musical Theatre through the ongoing program of "10 minute Musicals" at CSArts-SGV where original work is written, produced and presented. (Minimizes need to pay for rights to published material).		
Goal 5: Increase access to Media Arts				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Explore How Media/Digital can be used to create, document and present the arts.	A1. Convene a task team to explore Media Arts opportunities. A2. Look at opportunities for CTE Pathways that incorporate Media Arts.		Media arts options are expanded.
Goal 6: Provide Collaborative Professional Development/Learning in the Arts for Educators				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Provide Professional Development to support arts curriculum and arts	A1. Explore options of "peer to peer" coaching – teaching other teachers		Professional development in the arts is offered every year.

	integration across all sites	<p>A2. Define key standards and have teachers be able to customize lessons within vetted scope and sequence.</p> <p>A3. Survey teachers as to what professional development would be effective each year.</p> <p>A4. Based on teacher needs/requests, Staff Development days to incorporate arts.</p> <p>A5. Host annual staff mixer to establish relationships across organizations</p> <p>A6. Host tour for teachers to go to CS Arts each year</p> <p>A7. Offer PDs for existing college counselors on arts based institutions.</p>		
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Focus Area: Infrastructure: Critical Support Needed to Facilitate Arts Teaching and Learning				
Goal 1: Expand number of Credentialed Arts Specialists (in all art forms), additionally supported by teaching artists. .				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Determine the number of Credentialed Arts Specialists and Teaching Artists needed to support the curriculum and engagement outlined above.	A1. Work with school sites to determine the interest and ability in bringing on additional teachers and teaching artists. A2. Explore funding options for increased staffing A3. Roll out additional staffing gradually over time after establishing priority hires, A4. Look at models for sharing staff across sites. A5. Work with additional arts partners and teaching artists to have artist in residence programs at all elementary/middle schools.	K-8 Arts Coordinator and site leadership.	More credentialed arts teachers are hired over time as funding allows.
Goal 2: Review scheduling options to maximize arts offerings.				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Provide models for Principals to consider for alternate scheduling options.	A1. Convene a team to research flexible/alternative schedule options. A2. Make the case (to Principals and District Leadership) for flexible scheduling in terms of staffing and offering arts education. A3. Consider arts integrated elective wheel in scheduling.		Master schedules reflect priority for the arts.
Phase I	B. Support Music Program through scheduling support	B1. Research music/elective schedules at other districts as models to consider. B2. Create consistent year long programs where possible.		Music program will be more consistent as a result of flexible scheduling options.
Goal 3: Expand Opportunities in Music				

Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Expand performance opportunities for Music students	A1. Look at extended day/after school options. A2. Consider Choir, Guitar (5 th ,6 th), Orchestra, Chamber Music Ensembles for afterschool programming. A3. Build performance opportunities into afterschool program.	Music Task Team	Students have more opportunities to perform music outside of the school day.
Goal 4: Identify or develop creative, flexible facilities dedicated to arts at every site.				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Develop a system-wide approach to facilities use to support the arts.	A1. Collaborate with facilities to provide adequately equipped VAPA rooms including: <ul style="list-style-type: none"> • A designated performance space at every school site. • Dedicated space for VAPA electives where possible. • Work toward upgrading spaces for Dance Studios in every school. A2. Establish a culture of shared use space. A3. Determine funding streams for arts facilities/resources/material as part of facilities scan.		Arts are supported through appropriate allocation of facilities and resources as funds allow.
Phase I	B. Examine use of Performing Arts Center and work to optimize use for all.	B1. Expand Performing Arts Center (PAC) to accommodate a wider variety of performances. B2. Looking at sharing and scheduling/availability for all B3. Provide access to view online calendar/schedule for planning purposes to District Administration and Teachers.		Use of Performing Arts Center is expanded for the benefit of more students.

Phase II	C. Creative Use of Space throughout the district.	C1. Create avenues and space to showcase the arts across the district C2. Identify and nurture creative spaces for recess/lunch breaks C3. Repurpose existing spaces to develop Creative spaces/maker spaces/studios C4. Determine feasibility of a new state of the art Library and Art Center		Facilities are reviewed and improved.
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Focus Area: Sustainability: Inspired Efforts Needed to Sustain Growth in Arts Education

Goal 1: Duarte is seen as a destination for the arts: Collaboration between the District and the Community.

Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Establish and/or strengthen community partnerships	A1. Make available a list or directory of all the arts partners working within the Duarte Unified School District to increase access and opportunity to artist-in-residence, teaching artists, field trip programs, etc. A2. Determine areas of need for community/arts organization partnership development – in each arts discipline. A3. Look into deepening connection to City of Hope for student exhibitions/performances, etc. A4. Expand opportunities through Dragon Kim Foundation A5. Explore students performing for peers at other schools within the district.	K-8 Arts Coordinator and Arts Outreach Team	Additional community arts partners are identified. Arts partners bring additional support to the district.
Phase I	B. Develop outreach team to look into student opportunities for arts in the community	B1. Explore opportunities for student artists to contribute to city murals/industrial buildings/underpasses/City of Hope. Gold Line Transit spaces B2. Explore possibilities for student expressions of art/music/dance in community spaces B3. Explore more opportunities for public display of arts learning in local businesses B4. Provide new ways for students to perform – perhaps in public parks.	Arts Outreach Team	Additional opportunities for students to perform/present/create and exhibit in the community.
Phase II	C. Strengthen understanding of college and career options in the arts	C1. Plan college fair to include CSArts-SGV and DHS C2. Research list of grants and scholarships for arts students C3. Work with college counselors to highlight options for career paths in the arts.	K-8 Arts Coordinator, High School Leadership and College Counselors.	Students and parents consider career options for the arts for college and beyond.
Phase II	D. Expand CTE Arts Related Pathways	D1. Consider different CTE Pathways such as Arts, Media and Entertainment for the High Schools.		Arts Related CTE Pathways are offered.

Goal 2: Coordinated, Strategic Communications System-Wide – to engage students, parents, teachers and administrators.				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Designate a point person to be the primary point of contact for all arts related matters at each site.	A1. Determine feasibility of having a communications point person at each site to accept information, and push information out about arts at the site.	K-8 Arts Coordinator and leads at High Schools.	Arts point person identified at each school site as a key communications strategy.
Phase I	B. Strengthen communications to build on arts momentum and reputation as arts rich.	B1. Conduct consistent public relations to encourage parents to select Duarte as the district of choice. B2 Share success stories about the arts going on in the District. B3. Coordinate social media efforts to amplify messages. B4. Consider developing a shared, targeted system for mass home-school communications to highlight arts. B5. Establish and maintain a shared Google calendar for arts. B6. Create master site contact list and org chart for all involved in the arts district-wide.	Communication Team – point person at each site for arts related communications .	Expanded arts communications strategies.
Phase I	C. Continue to develop close communications between the district leads and CSArts-SGV leads for maximum benefit.	C1. Continue to develop unexpected intersections of opportunity for collaboration, communication and program development.		Additional opportunities arise for partnership.
Goal 3: Develop strategies for Expansive Parent Engagement				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Phase I	A. Provide arts family experiences to build	A1. Parent night – making art together A2. Bring in parents who are professionals in the arts to talk about their career path		Family arts experiences are offered and well attended.

	investment in, and value for the arts	A3. Encourage parents to attend performances and field trips A4. Develop communications specifically for parents around value of the arts		
	B. Ensure that arts experiences are culturally and linguistically relevant	B1. Ensure that materials are available in Spanish/other languages. B2. Consider parents expertise in sharing culturally relevant arts experiences.		Arts offerings are sensitive to cultural richness.
Goal 4: Build diverse, sustainable funding sources to support all the arts in Duarte schools.				
Years	Strategies	Actionable Steps	Person/ Group Responsible	Measureable Outcome
Ongoing	Expand revenue streams to support the arts.	A1. Explore opportunities with Duarte Education Foundation around the arts. A2. Connect local businesses and arts programming to build funding opportunities. A3. Invite local business to “adopt a school” for ongoing support and recognition A4. Connect to major hotels and businesses in the area for possible support. A5. Research grant options with community partners and funding organizations. A6. Determine feasibility of increasing funding for arts in the LCAP.		Additional funding is secured to supplement the district’s commitment to arts funding on an ongoing basis

Glossary of Terms

Arts Ed Collective: Los Angeles County Arts Commission initiative from 2018-present

Arts for All: Los Angeles County Arts Commission initiative from 2003-2018

CTE: Career Technical Education

Elementary School: To include PK-8, TK-8, TK-6

High Schools: 9th-12th Grades

Phase I: Is projected to be next academic year 2018-2019. The VAPA task force will assess progress at the end of the year and determine priorities for 2019-2020 and beyond.

Phase II: 2019-2023 – adjusted annually based on progress.

VAPA: Visual and Performing Arts

Duarte Unified School District VAPA Team

The VAPA Team is a diverse representation of stakeholders from the Duarte Unified School District. Members represented teachers, administrators, parents, and community affiliates. Over the course of the 2017-2018 academic year, team members met to create a plan ensuring equity and access for all students to high quality arts education Pre-K-12 in Duarte Unified School District. The Arts Ed Collective is an initiative of the Los Angeles County Arts Commission, and provided a coach and technical assistance to support the planning process.

Leadership provided by:

Dr. Allan Mucerino, Superintendent

- 1) **Erin Fish, K-8 Arts Coordinator and CSArts-SGV Liaison**
- 2) **Peggy Burt** (Coach - Arts Ed Collective)
- 3) **Megan Kirkpatrick**, Arts Ed Collective Staff Liaison (Advisory)

VAPA Team:

Erin Fish	Duarte USD – District Office	K-8 Arts Coordinator & CSArts-SGV Liaison
Jenny Owen	Duarte USD – District Office	Public Information Officer
Dr. Nadia Hillman	Duarte USD – District Office	Asst. Supt. of Educational Services
Janice Kolodinski	Royal Oaks STEAM Academy	Principal
Erin Villaverde	Andres Duarte Arts Academy	Principal
Reyna Gutierrez-Huerta	Andres Duarte Arts Academy	Teacher
Cynthia Woodman	Andres Duarte Arts Academy	Teacher
Cathy Ramirez	Maxwell Academy	Teacher
Deb Ogden	Royal Oaks STEAM Academy	Teacher
Lindsie Hardy	Elementary and K-7 Academies	General Music Teacher

Rafael Arenas	Beardslee Academy, Royal Oaks STEAM Academy, Valley View Elementary	Band/Music Teacher
Karen Panganiban	Andres Duarte Arts Academy, Maxwell Academy	Band/Music Teacher
Liza Baker	Royal Oaks STEAM Academy	Visual Arts Teacher
Heather Messner	Northview 8 th Grade Village and Duarte High School	Visual Arts Teacher
Gerald Willis	Northview 8 th Grade Village and Duarte High School	Band Teacher
Karina Nuvo	Royal Oaks STEAM Academy	Parent
Ceci Carroll	Royal Oaks STEAM Academy/CSArts-SGV, Duarte High School	Parent
Arlene Titular	CSArts-SGV	Parent
Abbe Levine	CSArts-SGV	Dean of Arts
Stephen Cook	CSArts-SGV	Associate Dean of Arts
Tzeitel Paras-Caracci	City of Duarte	Councilmember
Nathan Reaves	THINK Together	Quality Assurance Coach
Collette Alleyne	Inner City Arts	Community Member

List of Schools Duarte Unified School District

Elementary/Middle Schools – Transition to PK-8

1) ANDRES DUARTE ARTS ACADEMY

PK-8 Arts Integrated School

PK-7 (2017-18)

PK-8 (2018-19)

2) BEARDSLEE ACADEMY

TK-8 Spanish English Dual Language Immersion

TK-7 (2017-18)

TK-8 (2018-19)

3) MAXWELL ACADEMY & IB WORLD SCHOOL

PK-7th Grades

PK-7 (2017-18)

PK-8 (2018-19)

4) ROYAL OAKS STEAM ACADEMY

Project Lead the Way Pilot Site

K-7 (2017-18)

K-8 (2018-19)

5) VALLEY VIEW ELEMENTARY SCHOOL

TK-7 (2019-20)

TK-8 (2020-21)

High Schools

1) CALIFORNIA SCHOOL OF THE ARTS-San Gabriel Valley (CSArts-SGV)

7-12th Grades

2) DUARTE HIGH SCHOOL

9-12th Grades

3) MOUNT OLIVE INNOVATION & TECHNOLOGY HIGH SCHOOL

9-12th Grades

Includes CTE Pathways

In Transition:

NORTHVIEW VILLAGE - 8th GRADE

The Northview 8th Grade Village was created just for the 2017-18 academic year to house all 8th grade students attending the Duarte Unified School District as we transition four of our five elementary schools to K-8 models. Next year, our current 7th grade students will remain at their present campus for their 8th grade year and the Village will no longer be utilized as an independent campus.

Duarte Unified School District – Current Reality 2/6/18

	Valley View TK-6	Andres Duarte TK-7	Beardslee TK-7	Maxwell K-7	Royal Oaks K-7	Northview Grade 8	Duarte HS 9- 12	CS Arts San Gabriel Valley 7-11 Grades
Visual Arts	Visual Arts integrated across content areas	Artful Learning TK-8	Visual Arts integrated across content areas	Visual Arts /VAPA Projects associated with Units of Inquiry	Grade 6-7 Elective Armory's Artful Connections Arts Integration Grades 2-5: Visual Arts, Math, Science	Visual arts Elective	Visual Arts 2D/3D Design Arts Appreciation Photography Wood Shop	Visual Arts Conservatory Integrated Arts Conservatory
Chorus	Honor Choir Opportunity Grade 4	Honor Choir Opportunity Grade 4	Honor Choir Opportunity Grade 4	Honor Choir Opportunity Grade 4	Honor Choir opportunity Grade 2	Choir Elective	Choir Electives & Groups: Allegro, Cardinal, Ambassadors Chamber Ensemble Cantabile Concert Choir	Vocal Arts Conservatory Musical Theatre Conservatory Integrated Arts Conservatory
Band	All Grades 5-6 take Band	All Grade 5 take Band Grades 6-7 Elective	All Grade 5 take Band Grades 6-7 Elective	All Grades 6- 7 take Band	All Grade 5 take Band Grades 6-7 Elective	Band Elective	Concert Band Marching Band	Instrumental Music Conservatory

							Wind Ensemble Jazz Ensemble Drumline	
General Music	Grades TK-4 General Music all year	Grades TK-4 General Music all year	Grades TK-4 General Music all year	Grades K-4 General Music half year	Grades K-2 General Music all year		No Beginning Level courses	
Recorders				Grade 5	Grades 3-4			
Theatre /Drama		Grades 6-8 Full production play K-5 Scene Study			Grade 7 Creative Writing Elective		Theatre Arts/ Drama	Acting Conservatory Musical Theatre Conservatory Production & Design Conservatory Integrated Arts Conservatory
Dance	P.E. through Dance 1-2 days/week	P.E. through Dance Grades TK-5 1x weekly Grades 6-7 Elective	P.E. through Dance 1-2 Days/Week	P.E. through Dance 1-2 Days/Week Color Guard afterschool	P.E. through Dance 1-2 Days/Week	P.E. through Dance 2 Days/Week	Color Guard No Dance Offered (Citrus College)	Classical & Contemporary Dance Conservatory Commercial Dance Conservatory Integrated Arts Conservatory

Culinary Arts							Hospitality Occupations Pathway & Culinary Arts Academy	
Media Arts		Grades 6-7 Video Production Grade 4 Silent Film Production					TV/Video Production Photography	Integrated Arts Conservatory Visual Arts Conservatory
Other	Talent Show Grades K-6 Winter Program/ Spring Program/Music Assemblies		10+ Music Performances by students	Winter Program K-7	10+ Music Performances by students			Integrated Arts Conservatory Creative Writing Conservatory