



Eastside Union School District

Five Year Arts Education Plan

2025-2030

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The development of the strategic plan for arts education is a partnership between the LA County Department of Arts and Culture/Arts Education Collective and the Eastside Union School District

Eastside Union School District Vision and Mission

The Vision for Eastside Union School District is clear: "Everyone contributes, every student achieves". This vision is supported by the district's Mission, which is "To provide a rigorous education in a safe, inclusive learning environment with caring, passionate professionals who prepare students to reach their highest potential". A robust arts education program is integral to achieving this mission, fostering creativity, engagement, and holistic student development. This strategic arts plan was developed at a pivotal time for the district. The district has recently completed a prior five-year plan and with new administration and Visual and Performing Arts (VAPA) staff in place, a strategic planning team was formed to chart the path forward for arts education.

The district currently serves its students through four elementary schools, one middle school, and one transitional learning centre. The elementary schools – Columbia Elementary, Eastside Elementary, Enterprise Elementary, and Tierra Bonita Elementary – serve students in grades TK-6. Gifford C. Cole Middle School serves students in grades 7-8 and Eastside Academy, functions as a Transitional Learning Center serving grades 3-8.

A key factor influencing the development and implementation of this plan is the availability of funding through Prop 28, which has impacted the district's ability to expand VAPA staffing and course offerings, particularly at the middle school level. The strategic plan will strive to address how to leverage existing resources and potential future funding to expand equitable access to arts education across all schools and grade levels. This strategic arts plan is essential to ensuring that EUSD lives up to its vision by providing a rigorous, inclusive, and engaging arts education that prepares all students to reach their highest potential.

In 2024-2025, Eastside Union School District established a Strategic Arts planning team composed of teachers and administrators to develop a five-year strategic plan for arts education. Through a consensus building process, the following vision elements were created to begin advancing arts instruction TK-8 across school sites:

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

- Accessible, sustainable resources
- Comprehensive, purposeful programming
- Engaging, experiential field trips
- Vital, diverse community partnerships
- Committed, collaborative arts team
- Dynamic, inclusive Arts showcases
- Intentional, interactive workshops in the Arts

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

Strengths <i>Momentum toward our vision</i>	Challenges <i>Forces resisting our new direction</i>
● Dedicated arts specialists and district level support ● Support for teachers to get together to strategize about the arts ● We're a small district ● Most students receive music instruction ● Students who do the arts at home (interest & enthusiasm) ● District supports Principals with site council deliverables ● At Tierra Bonita elementary – volunteer dance teacher, visual arts after school, Saturday school with theatre and visual arts (Student University) ● MOAH programming at some of the sites ● Art Around Studio as a new partner ● Eastside Elementary – an instructional aide who provides visual arts experiences ● Volunteers who support delivering arts instruction ● Enterprise – Christmas showcase and talent shows ● Pop Up Antelope Valley Farmers Market ● CAL State Bakersfield support ● AVC Music Director participation ● Supportive community partners who advocate for the arts in school ● Live in a community with a high level of expertise in tech research & developments (Aerospace) including local artists ● LPAC – many students travel to performances, attend field trips and receive scholarships ● Support from the City and creativity is a theme in the community ● Lancaster City Council displays student artwork ● RISE – Afterschool delivers arts instruction	● Some students experience insecurity around expressing themselves creatively ● Restricted budget/funds ● Lost equipment due to cutbacks in arts instructional classes ● Insufficient use of a performance space & stage ● Teacher reluctance to do arts integration due to testing, Common Core, etc. ● Overlapping schedules – music with other activities ● In-balance approached for integrating critical thinking skills into instruction ● A structure is needed for doing ceramics (space) ● Fragmented volunteer process for supporting arts instruction ● Insufficient arts offerings, supplies, equipment ● ELL community not receiving access to arts due to scheduling ● Time for professional development ● Providing equity and access to all students ● Our depth of knowledge for what high quality arts instruction looks like is limited

Strategic Directions

To guide the plan and to address the challenges, the committee 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:

STRATEGIC DIRECTION I: Establish and Manage a Clear Operational Infrastructure for the Arts

- Goal:** Establish specific communication protocols and procedures in regards to Art funding
- Goal:** Provide leadership for VAPA teachers and activities
- Goal:** Develop equitable arts scheduling and electives for all students

STRATEGIC DIRECTION II: Develop and Provide Sustainable Investments for the Arts

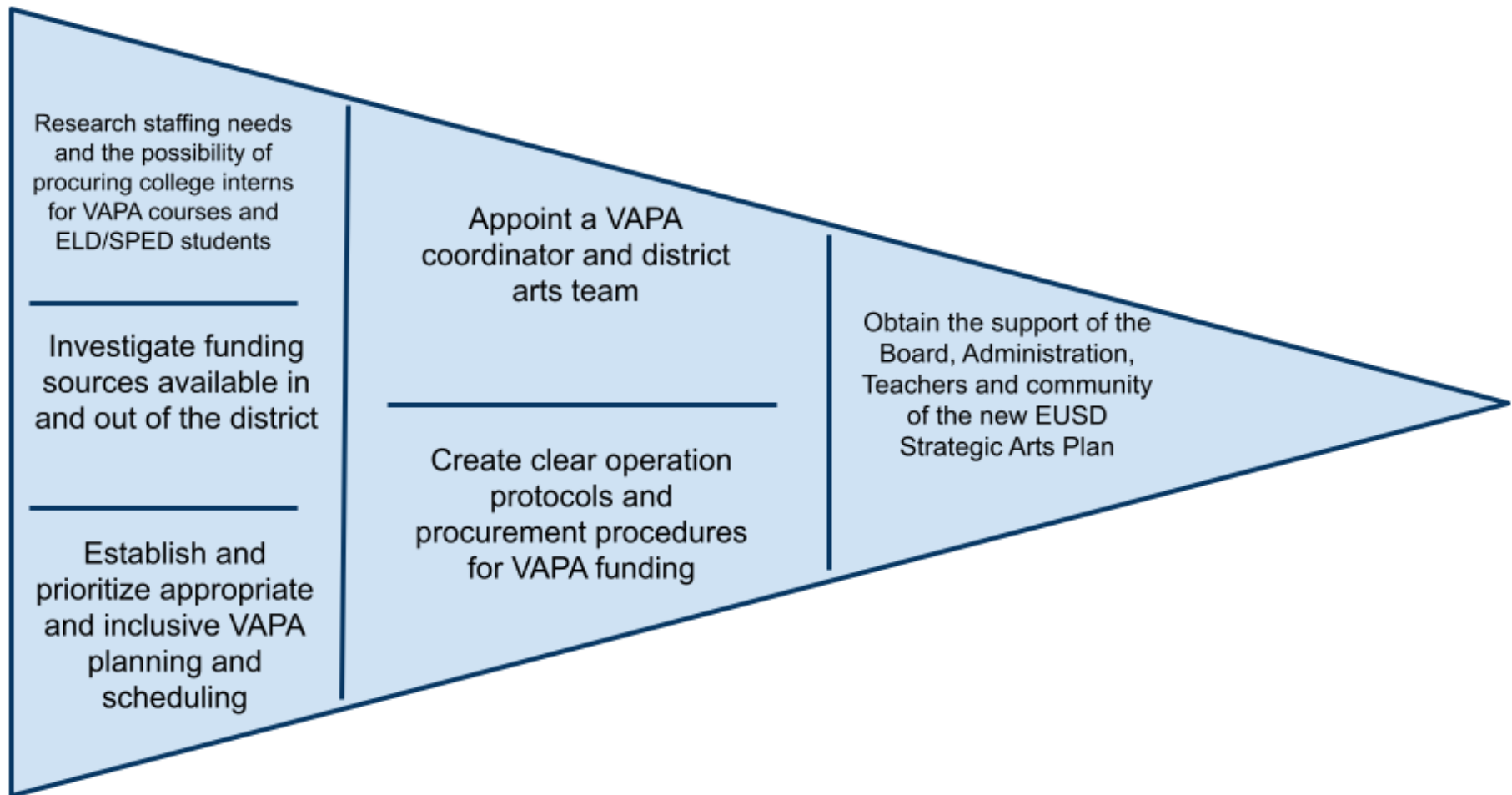
- Goal:** Provide support for VAPA teachers
- Goal:** Establish spaces/resources for VAPA activities

STRATEGIC DIRECTION III: Promote and Provide Community Involvement and Benefits in the Arts

- Goal:** Engage our Community with the Arts
- Goal:** Showcase the Arts for students and in our community
- Goal:** Involve the community and students in VAPA planning

PRIORITY WEDGE

Looking to the future and implementing goals within the 2025-2030 Arts Plan, the team identified the highest leverage implementation actions to focus on. The areas below articulate those first, second and third level priorities.



Eastside Union School District Phased Action Plan

Strategic Direction I: Establish and manage clear operational infrastructure to support the Arts

Goal #1: Establish specific communication protocol and procedures in regards to Art funding

Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Develop a procurement manual	- Script a working draft of a procurement manual - Distribute draft to VAPA team for feedback and editing - Finalize procurement procedure manual	No budget implication	VAPA TOSA Tech Team CBO	Procurement procedure manual is completed and in use by VAPA staff	Phase I
Annual review of manual to evaluate effectiveness and funding implications	VAPA team to review procurement procedure manual for update and revision as needed	No budget implication	VAPA Committee	Procurement procedure manual is up to date and effectively used by VAPA staff	Phase II and III

Goal #2: Provide leadership for VAPA teachers and activities

Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Recruit and onboard a qualified VAPA TOSA	- Develop a job description for VAPA TOSA - Obtain board	No budget implication	HR Tinisha Hamberlin	VAPA TOSA position is approved and hiring is completed	Phase I

	approval for position • Publish job posting				
Establish a VAPA committee	• Recruit members for VAPA committee • Schedule regular committee meetings • Set agenda for meetings	Extra duty pay for teachers	Kristin Kruizinga Tinisha Hamberlin	VAPA committee is established and regular meetings are scheduled on district calendar	Phase I, II, III
Goal #3: Establish designated spaces and resources for VAPA activities					
Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Designated spaces are determined for each school site	• Perform a visual inspection of the current infrastructure for for possible VAPA spaces at each EUSD site • Determine the needs of VAPA teachers in regards to space requirements • Evaluate and plan for modification and/or	No budget implication	School site administration Facilities and Tech Staff	VAPA spaces are designated and in use at each school site	Phase I, II, III

	improvements as necessary Review spaces each year to determine ongoing needs for VAPA spaces				
Goal #3: Develop equitable arts scheduling and electives for all students					
Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Create a list of possible arts electives	- Create a student interest survey - Create a teacher interest survey	No budget implication	VAPA TOSA VAPA Committee		Phase I, II, III

Phased Action Plan					
Strategic Direction II: Develop and provide sustainable investments for the Arts					
Goal #1: Provide profession learning experiences for VAPA teachers					
Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Determine appropriate specialized workshops and professional learning experiences for VAPA teachers	Research conferences and other professional learning opportunities for VAPA teachers (e.g. Kennedy	No budget implication	VAPA TOSA Kristin Kruizinga	An approved list of professional learning opportunities has been established. VAPA teachers are attending at least one professional learning opportunity per	Phase I, II, III

	Center, AOSA, EDTA, NOW, etc.) • Create a list of approved conferences and professional learning opportunities • Allocate funding for professional learning opportunities • Update the list of professional learning opportunities at the end of each school year			school year.	
Goal #2: Research and secure grant funding to support STEAM and the Arts					
Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Research grant funding	• Create a list of possible grant opportunities for STEAM and the Arts • Update the list at the beginning of each school year	No budget implication	VAPA TOSA Tinisha Hamberlin CBO	A viable list of possible grant funding opportunities has been creating	Phase I, II, III
Submit applications	• Complete and	No budget implication	VAPA TOSA	Appropriate grant	Phase I, II, III

for grant funding	submit appropriate grant applications		Tinisha Hamberlin CBO	applications have been submitted	
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EUSD Phased Action Plan					
Strategic Direction III: Promote and provide community involvement and benefits in the Arts					
Goal #1: Engage our community with the Arts					
Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Create a blueprint (procedure) for VAPA events	- Generate support for VAPA showcasing in diverse settings - Plan a detailed schedule for yearly VAPA events - Pilot showcase to obtain student and staff feedback	No budget implication	VAPA TOSA Kristin Kruizinga Tinisha Hamberlin	Blueprint (procedure) for VAPA events has been created and is used to plan these events. A detailed yearly schedule for VAPA events is in place for each school year.	Phase I, II, III
Use social media to engage our community with VAPA activities	Add an extension to the newspaper class to teach students the protocols and procedures of	No budget implication	VAPA TOSA Media Arts Teacher	Social media postings involving VAPA activities are posted by media arts students.	Phase II or III

	- social media posting - Students will post notices of VAPA activities on social media platforms				
Expand community involvement with collaborate events	- Brainstorm possible collaborate community events - Plan at least one event per school year per site - Analyze outcomes of events to improve and guide planning for future events	No budget implication	VAPA Committee School site administrators	At least one collaborative community event is planned and implement per school year per site	Phase I, II, II
Goal #2: Showcase the Arts for students and in our community					
Actions	Tasks	Budget	Point Person	Measurable Outcomes	Phase
Expand participation and exposure of VAPA groups in district-wide cultural events	- Plan at least two events involving VAPA groups in district-wide cultural events - Obtain feedback from participants and	No budget implication	VAPA Committee VAPA Teachers	At least two district-wide cultural events involving VAPA groups is held during each school year	Phase I, II, II

	community regarding the success of the events though surveys or anecdotal evidence Analyze the surveys or feedback to guide future event planning				
Establish an Arts League competition	Tasks TBD	TBD	VAPA Committee VAPA Teachers		Phase III
Goal #3: Partner with community organizations to provide VAPA professional development and resources for students					
Establish partnerships with community organizations	- Create a list of community organizations for possible VAPA partnerships - Contact community organizations to develop programming and resources for students - Update community partners list at the beginning of every school year	No budget implication	VAPA TOSA	Community partnerships are established and students are benefiting from these resources.	Phase I, II, III

Eastside Union Strategic Arts Planning Team

Tinisha Hamberlin, Assistant Superintendent of Educational Services

Kristin Kruizinga, Director of Curriculum and Instruction

Jina Hughes, Administrator

Benikki Foster, Administrator

Lisa Johnson, Administrator

Mariella Pintos, Teacher

Candi Bewley, Teacher

Samuel Frank, Teacher

John Garcia, Music Teacher

Jacqueline Herwick, Music Teacher

Alan Aslan, Teacher

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Valerie Mims, Teacher

Luis Abad, Music Teacher

Maria Remerozco, Music Teacher

Jocelyn Fitzgerald, Administrator

Evelyn Gomez, Teacher

Rosemary Hobbs, Teacher

Elizabeth Steward, Teacher

APPENDIX

Vision Workshop Documentation
Strategic Directions Workshop Documentation

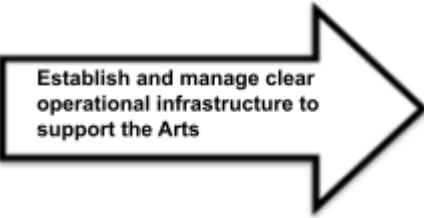
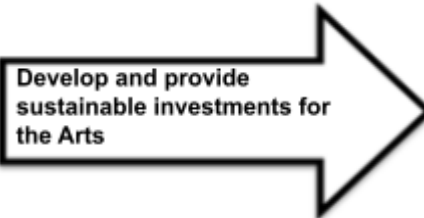
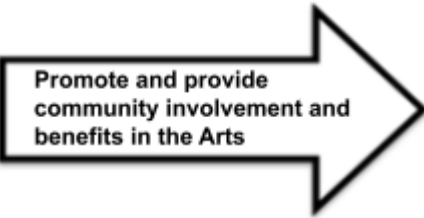
Practical Vision Workshop

Eastside Union School District
January 30, 2025

If anything was possible, what would we want to see in place in our District's delivery of arts education in the next five years?

Accessible, Sustainable Resources	Comprehensive, Purposeful Programming	Engaging, Experiential Field Trips	Vital, Diverse Community Partnerships	Committed, Collaborative Arts Team	Dynamic, Inclusive Art Showcases	Intentional, Interactive Workshops in the Arts
Materials and resources for all art forms	Full arts program—exposure to all art forms	Yearly field trips to see Youth Orchestra of LA and the LA Philharmonic	Community activities (murals, zines)	TOSAs for all VAPA areas	Two musicals per school per year (one for primary and one for upper grades)	Poetry workshops for students in 2nd-5th grade
Additional musical instruments	ALL schools have music, art, theater, dance and choir	LA Philharmonic partnership for field trips and onsite educational opportunities	School murals painted by students	EUSD leader of VAPA in Antelope Valley (PBS broadcast)	Cultural performances	Professional development for teachers in the arts
Digital audio visual workstations for students and equipment for field recording	Classes in ceramics	Access to late buses for longer field trips	After school activities for art groups (e.g. movie nights)	More VAPA teachers=smaller class sizes	Marching band in more parades	Help students to channel emotions through art workshops (dance, painting, etc.)
Unlimited resources for arts teachers	Music theory classes	Field trips to the Pantages, LPAC, and Palmdale Playhouse	Collaborative work with other schools and districts	Long term commitment incentives for VAPA teachers	Public display of student work (e.g. libraries, public buildings, etc.) “showings”	Playground workshops for students and teachers to incorporate play into lessons
Open line of credit to order supplies	Culinary arts classes	Arts education trips to places around the world (e.g. Paris-Art, Vienna-Music, Athens-Theater)	Community artist to “adopt” EUSD		Art League (patterned after Math League—competitions in the arts)	
	Career pathways for media arts and technology					

Strategic Directions: Answering the question – “What creative, innovative actions can we take to address our challenges and move toward our vision?”
This workshop generated the **goal areas** and **strategic directions** for the arts plan.

 Establish and manage clear operational infrastructure to support the Arts	• Establish specific communication protocols and procedures in regards to Art funding	• Provide leadership for VAPA teachers and activities	• Develop equitable arts scheduling and electives for all students
 Develop and provide sustainable investments for the Arts	• Provide support for VAPA teachers	• Establish spaces/resources for VAPA activities	• Secure appropriate staffing for the Arts
 Promote and provide community involvement and benefits in the Arts	• Engage our Community with the Arts	• Showcase the Arts for students and in our community	• Involve the community and students in VAPA planning

