



LONG BEACH

UNIFIED • SCHOOL • DISTRICT

Five Year Strategic Arts Plan

2025–2030

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Excellence and Equity

LBUSD School District Vision

Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice

District Mission

Our mission is to prepare each student for a successful future by providing rigorous, culturally responsive and culturally sustaining learning experiences and removing barriers to student success in a school system that is equitable, affirming, and forward thinking.

Theory of Action

If we commit to providing high-quality instruction, and culturally responsive and culturally sustaining experiences removing systemic barriers to student success, partnering with our community, and embracing liberatory mindsets and practice, then we will fully support all students, especially our Black students, to thrive in learning, life and career.

Core Values

- Centering Student Needs and Voice
- Authentic Community Engagement and Collaboration
- Culture of Innovation and Creativity
- Diversity and Inclusion
- Environment That Fosters Connection, Respect and Safety
- Equity and Social Justice
- Excellence and Accountability Through Continuous Improvement
- Fostering Joy and Commitment
- Integrity and Responsible Leadership

Vision 2035

Graduates of Long Beach Unified School District are future-ready. They are trustworthy, ethical and resilient, and are able to learn, collaborate and adapt to changing circumstances. They act confidently in the service of justice.

2025–2030 Long Beach Unified School District Strategic Plan**Theme 1: High-Quality Learning for Students**

- Equitable access to high-quality learning experiences (*Strategy 5*)

Theme 2: Equitable and Liberatory District

- Dismantle systems of oppression by eliminating barriers to equitable access and outcomes (*Strategy 3*)
- Elevate and center Black students and families (*Strategy 4*)
- Develop a diverse workforce that reflects the community we serve and improves our system's cultural dexterity and inclusiveness (*Strategy 7*)

Theme 3: Partnering with Community

- Socialize the Vision and Strategic Plan (*Strategy 2*)
- Develop a system-wide practice of community engagement (*Strategy 6*)

Theme 4: Cultivating Transformative Change

- Establish a system-wide project management culture and practice (*Strategy 1*)
- Develop a coherent, system-wide culture and structure of adult learning (*Strategy 8*)
- Strengthen the sustainability and climate resilience of our school district (*Strategy 9*)

Strategic Arts Plan Executive Summary

Project Background and Current State of the Arts

A team of district administrators, teachers, parents, students and community members convened in person over one full day and several virtual meetings from December 2024 to June 2025 with consultants Kimberleigh Aarn and Sandy Seufert, to create this Five Year Strategic Arts DPlan.

The Long Beach Unified School District has long recognized the importance of arts education as central to student success. For decades, all elementary schools have offered General and Instrumental Music programs, ensuring that students in TK–5 receive dedicated music instruction. The district also has a long tradition of exemplary arts programs at the secondary level, offering strong elective programs in all of the visual and performing arts in our middle schools and high schools.

Our Visual and Performing Arts (VAPA) Office has led this work, supporting educators and administrators in delivering arts instruction that fosters creativity, cultural understanding, and student engagement. The district’s Arts Mission reflects this commitment—to provide every student with access to a balanced, sequential arts program that nurtures the whole child through joyful, intellectually rich learning experiences.

While music has been a longstanding strength, other disciplines—art, dance, and theater—had not been present in the elementary curriculum. The passage of Prop 28 in 2022 provided a historic opportunity: not only to expand elementary arts offerings, but also to reexamine and recalibrate our existing music programs through an equity lens. An “equity audit” in spring 2023, aligned with LBUSD’s Funding Equity Policy (BP 0415), helped us identify inconsistencies in access and staffing. This data-driven reflection guided decisions about new arts positions and program expansion across all disciplines, ensuring more inclusive and equitable opportunities. Prop 28 has allowed our secondary schools to build on and strengthen their arts offerings as well.

The district has also benefited from robust community partnerships, such as the Long Beach Museum of Art’s KidsVision program and the Long Beach Symphony’s Concerts for Young People. Annual district-wide arts events continue to celebrate student achievement and foster a vibrant VAPA culture.

This 5-Year Strategic Arts Plan builds on LBUSD’s strong foundation, aligns with the district’s long-term vision and core values, and responds to both the momentum and the challenges we face. By embracing inclusive growth, cultural relevance, and sustainable staffing models, we are committed to transforming lives through meaningful, accessible arts education for every student—now and into the future.

Practical Vision Elements: The LBUSD School District Arts Planning Team, a collection of District personnel and Community Stakeholders, met and answered the question, “**In five years, what do we want to see in place in the arts as a result of our plan?**” These Vision Elements are used as a guide for the creation of actions to bring this vision into reality. The full Practical Vision document can be found in the Appendix. (1/22/25)

Robust and Protected Arts Funding	Celebratory and Culturally Relevant Student Showcases	Every Child, Every Grade – Arts as Core Curriculum	Ongoing Collaborative Community Arts Partnerships	Supportive and Intentional Systems	Comprehensive and Inclusive Access to Sequential Arts Instruction	Qualified and Impactful Educators	Relevant District and Community-Wide Professional Learning
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Strategic Directions

To guide the new plan, 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 team developed the following strategic directions and goal areas to shape implementation of the plan. The strategic directions are not silos but part of an overlapping whole system that ensures movement towards enacting the vision while addressing challenges.

A. Fortify Arts Infrastructure and Sustainability – LCAP Goal 1

Goal 1: Amplify the impact of arts education through stakeholder engagement

Goal 2: Ensure equitable and dedicated arts spaces and resources

Goal 3: Collect data to empower and advocate for the arts

Goal 4: Ensure transparent and dedicated arts funding

B. Support and Celebrate Learning and Success for ALL Students – LCAP Goal 1, Goal 7

Goal 5: Increase visibility and marketing

Goal 6: Showcase and celebrate student arts learning

Goal 7: Support ALL students through the arts

Goal 8: Position students for a future in the arts

C. Amplify Collaborative Expertise – LCAP Goal 6, Goal 7, Goal 8

Goal 9: Provide culturally relevant and engaging curriculum and instruction

Goal 10: Expand teaching through robust professional learning and collaboration

Goal 11: Build and disseminate a directory of programs and course offerings

Goal 12: Engage family and community partners

Long Beach Unified School District Phased Action Plan Phase 1 (2025–27) Phase 2 (2027–2030)					
Strategic Direction A: Fortify Arts Infrastructure and Sustainability					
Goal 1: Amplify the impact of arts education through stakeholder engagement					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Create a VAPA Steering Committee	☐ Identify who will serve as committee members ☐ Define the purpose of the committee and set goals and anticipated outcomes ☐ Develop roles and responsibilities of the Committee ☐ Committee to establish a connection with the Board of Education in order to provide funding updates and VAPA implementation needs	No budget implications	VAPA Coordinator	VAPA Steering Committee established and members engaged Meeting schedule, agendas, minutes, and outcomes Board presentations and agendas	Phase 1 – Initiate
Present regular updates from VAPA Strategic Planning Committee to the BOE	☐ Name the key items to include in presentation and the “why” (purpose) ☐ Compile talking points, and student work to include in presentation ☐ Set dates and get on the board agenda when ready to present	No budget implications	Assistant Superintendent of Office of Curriculum, Instruction & Professional	Documented board presentations Schedule of board presentations	Phase 2

	☐ Document presentation outcomes and next steps		Development (OCIPD) VAPA Coordinator		
Develop system-wide communication protocols	☐ Explore existing systems and preferences for creating channels of communication ☐ Adopt or integrate into already established systems ☐ As systems change continue to update and align	No budget implications	VAPA Office Communications Office	Written procedures and protocols in place Adoption of current communication procedures	Phase I
Goal 2: Ensure equitable and dedicated arts spaces and resources					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Initiate communication with ES, MS, HS site principals to assess and advocate for the current and future needs for teaching spaces	☐ Collect and present data that reflects the current state of teaching spaces ☐ Communicate with principals and Facilities to assess gaps ☐ Provide examples of other model site teaching spaces ☐ Provide guidance and support for Prop 28 decisions	No budget implications	VAPA Office Facilities Office Level Offices	Outlined data reports and gaps addressed Documentation of communication with Principals and Facilities 1 pager of existing teaching spaces as a model	Phase 1 – Launch and ongoing Phase 2 – Establish spaces, and needed resources
Goal 3: Collect data to empower and advocate for the arts					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Advocate that a VAPA component be present on the student and parent CORE survey	☐ Identify the point person that oversees the development of the LBUSD CORE survey, and establish the relationship ☐ Design the survey questions and have them incorporated into the CORE survey ☐ Move the updates to the CORE survey and implement	No budget implications	Research Office VAPA Office	VAPA questions incorporated into CORE survey	Phase 1 – Initiate Phase 2 – Update questions as needed

Create 1 pager of robust arts education research to establish the current state of the arts in LBUSD	☐ Collect/organize data Attendance, test scores, sense of belonging, # of students participating ☐ Map the LBUSD data against state and national indicators of best practices ☐ Synthesize data collected to allow the creation of public facing reports ☐ Committee to reflect and create action plan from data results ☐ Link to marketing to ensure that 1-pager is utilized and disseminated	No budget implications	Research Office VAPA Office	Data report widely distributed and accessible BOE meeting presentations Principal meeting presentations	Phase 1 – Initiate Phase 2 – Assess, implement, and update data as needed
Track student participation in VAPA courses to advocate the benefits of arts education to all stakeholders	☐ Collaboration with the research department on how to track students through the VAPA system ☐ Utilize the tracking to inform pathways for students, and to support communicating with parents ☐ Use data to create future VAPA offerings based on student interest	No budget implications	Research Office	Tracking reports and percentage of students that participate in the arts TK–12 articulation map	Phase 1 – Initiate Phase 2 – Update
Goal 4: Ensure transparent and dedicated arts funding					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Task the VAPA Steering Committee with analyzing and advocating for data-driven arts funding allocations	☐ Identify who will participate and be a part of the committee (students, parents, teachers, principals) ☐ Establish the goals and outcomes ☐ Communicate and collaborate with the district fiscal analysts ☐ Let each school community know how arts funding is supporting their students (LCAP, Prop 28, PTA, etc.)	No budget implications	VAPA Steering Committee VAPA Office Fiscal Services	Recommendations for equitable funding	Phase 1 – Initiate Phase 2 – Review and update
Track Prop 28 spending at the site level and communicate how funds	☐ Collect Prop 28 data & accountability ☐ Create guidelines and best practices	No budget implications	VAPA Office Fiscal Services	Prop 28 audit and reports	Phase 1 – Initiate

are allocated to support greater transparency of Prop 28 implementation	for Principals utilizing data				Phase 2 – Research and explore the possibility of centralizing Prop 28 funding at the Elementary Level
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Long Beach Unified School District
Phased Action Plan
 Phase 1 (2025–27) Phase 2 (2027–2030)

Strategic Direction B: Support and Celebrate Learning and Success for ALL Students

Goal 5: Increase visibility and marketing

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Create a Web Page that serves as a centralized system for tracking all VAPA events throughout the District	☐ Identify point persons (elem. Middle, High representatives) ☐ Gather events and be the connection to technology and communications team in order to implement ☐ Refine VAPA Calendar of Events ☐ Refine messaging for different audiences (parents, admin, community, languages) ☐ Include filters for more refined search options ☐ Explore how school websites might be updated in a way that supports district-wide messaging (Arts Tab?) ☐ Invite all school websites to link to Master VAPA Calendar	No budget implications	District Webmaster VAPA Office OCIPD Tech Production	Web page in place Website metrics	Phase 1 – Prepare, Initiate Beta Phase 2 – Launch
Expand VAPA Social Media Presence	☐ Get updated on District social media guidelines ☐ Identify social media point person(s) ☐ Request VAPA staff to join LBUSD Arts Instagram ☐ Poster for each site to display with QR ☐ Share QR for VAPA at Back to School Night ☐ Establish protocols on how to share work/events to point person(s) ☐ Elevate other social media content by teachers funneled through District	Potential stipend (teacher/staff)	Communications Office VAPA Steering Committee VAPA Office	Social Media metrics	Phase 1 – Communicate existing content to build following; Encourage tagging and sharing; coordinate between VAPA and MMS Phase 2 – Launch streamlined social

	Instagram account ❑ Create district-wide hashtag #proudtobelbusd ❑ Explore student-run support in posting content (high school, service work) ❑ Share social media information at Back to School events ❑ Share content with 562 to widen reach into the community ❑ Create an annual arts educator highlight				media plan, including community reach
Explore and launch an annual State of the Arts Event	❑ Explore the model by the Long Beach Arts Council ❑ Include industry partners (Long Beach Symphony, etc.) ❑ Set clear event outcomes ❑ Invite board, administration, industry arts partners, and local officials ❑ Share Strategic Arts Plan with community input	VAPA Events Budget Rumba Foundation Grant	VAPA Office	State of the Arts Event in place Event attendance Photos, showcased student work and performances	Phase 1 – Explore, Plan Phase 2 – Launch an event
Goal 6: Showcase and celebrate student arts learning					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Determine arts showcase locations throughout district	❑ Create a list of display opportunities for visual arts at the Teacher Resource Center ❑ Explore locations for screens to showcase performing arts videos ❑ Explore use of QR codes to include student voices about artwork and/or performances ❑ Explore using performing arts video footage in District lobby, communicate with perf arts teachers to gather video	No budget implications	VAPA Office Communications Office	List of display and performance locations	Phase 1 – Research and share Phase 2 – Update

Revisit current LBUSD events for opportunities for arts showcases	☐ Create a list of current District events that could include art displays, VAPA Table etc. (Education Celebration, Heritage Month events) ☐ Conduct a meeting with Equity, Engagement and Partnerships Office ☐ Include Arts Committee members	No new budget implications (utilize existing sources)	Equity Engagement and Partnerships VAPA Office	A strong arts presence at Education Celebration Event	Phase 1 Phase 2 – Update as needed
Support adoption of High School arts graduation recognition	☐ Establish protocols and guidelines ☐ Communicate guidelines to principals and counselors ☐ Support school sites in implementation at the high school level	Potential site budget (the cost of medallions)	VAPA Office Secondary Schools Office	Students recognized and honored	Phase 1 Ongoing
Goal 7: Support ALL students through the arts					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Identify barriers to access to arts courses and opportunities	☐ Assess all programs to ensure all students have access ☐ Conduct an assessment of each school site (programs, facilities) ☐ Conduct a student focus group	No budget implications	VAPA Office VAPA Steering Committee	Assessment report Focus group data	Phase 1 Ongoing
Create a TK–12 Articulation Map to identify gaps in sequential arts courses/offerings across all levels	☐ Review articulation map models from other districts ☐ Create an articulation map ☐ Review with the VAPA Steering Committee ☐ Review with Principals ☐ Generate a report with recommendations	No budget implications	VAPA Office VAPA Steering Committee	TK–12 Articulation Map Report and recommendations	Phase 1 – Create Phase 2 – Update as needed Ongoing
Share existing Arts Scholarships with teachers and students, and support applications	☐ Research existing arts scholarship opportunities ☐ Share information with VAPA teachers and counselors ☐ Research application workshops and other support clinics	No budget implications	VAPA Office Various Community Arts Partners (Musical Theatre West)	List of Arts Scholarships Number of students applying for scholarships	Phase 1 – Ongoing

				Workshops/clinics scheduled (as needed)	
Provide PD for VAPA teachers to best support students with special needs	☐ Share strategies for supporting students with Special Needs with VAPA teachers ☐ Support positive messaging around arts learning ☐ Provide targeted PD for instructional aides (collaborate with Office of Special Education)	Teacher PD release time	Office of Special Education VAPA Offices	PD attendance rosters and agendas	Phase 1 – Plan and launch Phase 2 – Ongoing as needed
Goal 8: Position students for a future in the arts					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Create a list of LBUSD alumni who are professional artists/performers	☐ Survey VAPA teachers to share contacts of alumni ☐ Create a database of alumni for guest speakers, etc. ☐ Disseminate information to VAPA teachers	No budget implications	VAPA Steering Committee	Database of VAPA alumni	Phase 1 – Create Phase 2 – Review and update
Create a directory of arts professionals to support career days	☐ Attend industry events to generate contacts ☐ Utilize community arts partners ☐ Utilize Long Beach Arts Council ☐ Connect arts organizations with VAPA teachers	No budget implications	VAPA Steering Committee VAPA Office	Directory in place Number of speakers engaged at Career Days	Phase 1 – Create Phase 2 – Review and update
Create and disseminate a list of participatory opportunities with local arts organizations or colleges	☐ Collect field trip, performance, and other arts experience opportunities ☐ Share information with principals and all teachers	No budget implications	VAPA Steering Committee VAPA Office	List of opportunities	Phase 1 – Create Phase 2 – Review and update

**Long Beach Unified School District
Phased Action Plan
Phase 1 (2025–27) Phase 2 (2027–2030)**

Strategic Direction C: Amplify Collaborative Expertise

Goal 9: Provide culturally relevant and engaging curriculum and instruction

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase 1
Expand directory of culturally relevant arts organizations	☐ Continue to develop resources, like those found in this document: LBUSD Arts Resources – Cultural ... ☐ Share the directory with schools and principals	No budget implications	VAPA Office	Developed resource that is shared widely throughout the district Develop surveys	Phase 1 Phase 2: review and update
Build a resource directory of BIPOC/local Long Beach artists	☐ Use existing Arts Council of Long Beach Artist registry to incorporate contemporary, BIPOC, and local artists into district curriculum ☐ Include examples of using the resource with lesson/curriculum creation ☐ Include in PD plans	No budget implications	VAPA Office VAPA Steering Committee	BIPOC/Local Long Beach Artists Directory in Place	Phase 1 – Create Phase 2 – Update as needed

Goal 10: Expand teaching through robust professional learning and collaboration

Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Create surveys to determine PD needs	☐ Develop a survey to gauge teachers' PD and support needs (in each arts discipline) ☐ Create thoughtful survey questions ☐ Create a summary of recommendations based on the survey ☐ Ensure that teachers have agency	No budget implications	VAPA Office Professional Learning Coordinator	Survey results and recommendations	Phase 1 – Research and launch Phase 2 – Update

	in the development of surveys, resources and Professional Development offerings ☐ Include in the survey those teachers that might be willing to lead PD				
Create a Professional Learning Plan	☐ Utilize survey results to generate PD options that meet district needs, including SPED	No budget implications	VAPA Office	PD Plan in place	Phase 1 – Create Phase 2 – Review based on needs
Create teacher PD cohorts with Mentor Teacher support	☐ Evaluate survey results to determine areas of need ☐ Group teachers into cohorts based on self-identified area of need ☐ Identify Mentor Teachers candidates	Potential Mentor Teacher stipends	VAPA Office	Creation of the cohorts/groups	Phase 1 – Create Phase 2 – Ongoing
Goal 11: Build and disseminate a directory of programs and course offerings					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes	Phase
Look at other district arts models	☐ Create a list of key questions that notes the information we seek ☐ Reach out to other VAPA Directors ☐ Support teachers with connecting with other districts to exchange classroom level ideas	No budget implications	VAPA Office	Anecdotal data from response gathered on Google Doc	Phase 1 Ongoing
Refer to TK–12 Articulation Map (Goal 7) to create multiple-facing directories of all arts programs at all schools in district to address gaps	☐ Gather info on offerings at all schools, broken down by arts discipline ☐ Disseminate it to multiple audiences (website for community, principal's meetings, counselors) ☐ Determine format of directory ☐ Identify Gaps/Make Gaps Visible ☐ Present to Board of Education	No budget implications	VAPA Office	District Facing directory available to principles, counselors, teachers	Phase 1 Ongoing

Goal 12: Engage family and community partners					
Actions	Tasks	Budget	Point Person(s)	Measurable Outcomes (Evidence of Success)	Phase
Engage families and community in key projects and events	❑ Identify projects: murals, scholarship, community partnerships, arts fair, state of the arts ❑ Share the directory of community arts organizations and experiences ❑ Utilize social media channels to promote engagement	No budget implications	VAPA Steering Committee	An increase in the number of family and community members engaged in LBUSD events and projects (attendance, participation, social media metrics)	Phase 1 – Implement Phase 2 – Review and update
Create a resource for schools on holding family engagement arts events	❑ Brainstorm successful district family engagement strategies with best practices and resources needed ❑ Research family engagement strategies from other districts ❑ Create a simple, concise document to support school sites ❑ Share this resource at Principal's Meetings	No budget implications	VAPA Steering Committee VAPA Office	Resource document in place Number of events	Phase 1 – Research and Launch Phase 2 – Review and update

APPENDIX

PROCESS COMPONENTS

Vision Workshop
Strengths and Challenges Workshop
Strategic Directions Workshop
Committee Members

LBUSD Vision Workshop – In five years, what do we want to see in place in our district’s delivery of arts education? 1/22/25

Robust and Protected Arts Funding	Celebratory and Culturally Relevant Student Showcases	Every Child, Every Grade – Arts as Core Curriculum	Ongoing Collaborative Community Arts Partnerships	Supportive and Intentional Systems	Comprehensive and Inclusive Access to Sequential Arts Instruction	Qualified and Impactful Educators	Relevant District and Community-Wide Professional Learning
-Robust funding for the arts -Protected funding for Arts Education -All arts supported exclusively of Prop 28	-Arts as a vehicle to celebrate all cultures through the year -District wide VAPA events	-Students begin art programs early -Art education from day 1	-Building community and establishing connections -Students understand how the arts impact self/future and community -Partnering with community organizations for enrichment -Meaningful connections between district and arts/cultural organizations - LBUSD school buses come back -More VAPA field trip -Exploratory experiences for all students	-Communication with administration, teachers, parents and community -Advocacy and support for the Arts in the Master Schedule -Support from stakeholders -Widespread understanding of the importance of arts in education -The arts amplify the graduate profile of Vision 2035 -Regularly identify barriers and solutions regarding access -Designated spaces for VAPA classes -SPED/VAPA support and collaboration -Support to prevent teacher burnout	-Exposing students to all forms of art in a 5 disciplines -Student access to exploration -Weekly art and music classes for all TK-2 -Sequential – supported and valued in all art forms -Access -All middle schoolers get 2 electives -Every high school pathway has access to art -Every TK-5 student receives regular, sequential VAPA -Same sequential arts opportunities at every level at every school -Specific learning objectives	-Holding all educators accountable for high quality instruction -Educator evaluation system -Collaboration with site VAPA teachers with administration to create VAPA program -Fully qualified educators -Support to prevent teacher burnout	-Professional development for LBUSD community around arts education -PD is quality and consistent -Training for new teachers and administration on arts standards -Consistent, year-long support for teachers and students

Current Reality

On January 22, 2025, the Long Beach USD 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.

LBUSD Current Reality	
Strengths Moving Us Closer to Our Vision	Challenges Blocking Our Progress
VAPA Office***** Passionate Teachers***** We now have a committee***** Cultural Diversity***** Supportive Long Beach Community***** Prop 28**** Local arts career paths*** Walk on coaches*** Arts vision=Vision 2035** Generational family support for arts* History of support for community partnerships* History of support for arts Supportive admin	Inconsistent student access to arts classes and opportunities ***** Increase VAPA office staff***** Excessive and unbalanced student:teacher ratio***** Excessive focus on test scores (need data on how arts support test scores)***** Devalued arts education stemming from a lack of understanding***** Conflicting use of funding***** Competing for instructional minutes***** Inequitable arts funding**** Insufficient training**** Sporadic scheduling – creates inconsistency in students education**** Unaware of student experience and arts learning=inconsistent advocacy and support (uninformed)** Inadequate and insufficient spaces** Accountability for funding* Apprehensive stakeholder
Opportunities that Exist that We Can Implement	
Look at other district models***** Implement student surveys to collect data to support arts initiatives***** Hire a grant writer***** Coaching and developing educators***** Expand arts offerings at each school and level and include more arts disciplines***** VAPA committee***** Expansion of student showcases**** Strengthening our connection with existing departments and subjects**	

Long Beach 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. **March – April 2025**

Amplify the impact of arts education through board engagement - Arts Advisory Board/Committee - Immediate partnership with Board of Education - Present regular updates from VAPA Strategic Planning Committee to the board - Invite board members and staff to all student events	Ensure equitable and dedicated arts spaces and resources - Meet with facilities to define physical needs for arts classes - Elementary VAPA spaces - With Prop 28 waiver passed, opportunity to discuss site adjustments/space arrangements to be equitable and sustainable for all programs (long term goal)	Collect data to empower and advocate for the arts - Create an economic case for value of arts in community in actual \$, create case for justifying increased spending based on “results” – define metrics - Create 1 pager of robust arts education research - Research based reports on value of art - Collect data to share with LBUSD community - Research how the arts support test scores & other indicators of student success (SEL, attendance) - Student tracking through VAPA courses - Conduct specific research and create a report highlighting statistical benefits of arts for students, community & GE teachers - Student survey to evaluate VAPA courses - Document listing VAPA opportunities at each school site; allocate resources accordingly - Evaluate existing paths for each arts discipline (student access Elem, MS, HS) - Increase arts presence in shared physical & digital spaces	Ensure transparent and dedicated arts funding - Expand the role of qualified VAPA coaches and mentors - Possible stipend position for a Prop 28 representative to advocate for site funding - Spreadsheet of Prop 28 - VAPA Town Hall (virtual/in-person) to showcase how sites utilize Prop 28 - Checks and balances for funding–is everything public? - With Prop 28 funds, reach out to different arts programs in the community for possible after school activities - Help teachers navigate Prop 28 at school sites (budget purchasing)	 Fortifying Arts Infrastructure and Sustainability
Increase Visibility and Marketing - Create Marketing and Media Protocol - Create a centralized system for tracking all arts events in each school and throughout the district. Use as a database for marketing, invitations, promotions. - VAPA social media presence - Different mediums of art showcasing for schools. Get students involved in marketing (instagram post contest, Tik Tok, Reels, ect.) - Monthly upcoming event news release - District arts calendar, updated web pages - District arts shirts - Develop partnerships with local news (cover arts) - VAPA success, state of the arts visibility - Invite Civic Arts leaders - Celebrate/publicize arts programs and individual students similar to how the 562 highlights athletes. Rotate schools, levels, arts disciplines, etc. Include cultural celebration/highlights.	Showcase and celebrate student arts learning - Increase exposure at school sites – new media, district news, invite board members - Student [work/graduation] Recognition - Short student arts showcases at school board meetings. Less than 3 minutes, keep it positive, etc. - Arts graduation recognition (completer course) - Arts teacher/student of the year - Gallery at TRC - VAPA showcases at each LB community event and festival - Produce an LBUSD Summer Festival held at Long Beach venue - Education Celebration - LBMA & LBUSD upcoming elementary exhibition - Increase vocal music events – summer camp, summer choir - Invite Long Beach community leaders to VAPA events	Support ALL students through the arts - LBUSD funded private tutoring/instruction available to students from low income families - District Arts Scholarships - Identify barriers to access - District music therapist (art therapist, etc.) Help link arts and special Ed communities - Accessible VAPA mentorship for students and teachers - Cultural diversity–build a resource directory of BIPOC/local Long Beach artists	Position students for a future in the arts - For students: art for art’s sake..but in addition, show how it can help students moving forward in life. Job opportunities, admission to college etc. - District Arts Scholarships	 Celebrating Learning and Success for ALL Students

Provide culturally relevant and engaging curriculum and instruction • Accountability partners – lesson planning together – curriculum maps • Provide teachers revised curriculum with up-to-date educational resources and technology • Research best practices from other districts • Connect teachers with Long Beach local performing artists and ensembles to integrate culturally relevant material • Doing lessons with General Ed teachers • Increase visitation of arts teachers at school sites. More collaboration and transparent sharing	Expand teaching through robust professional learning and collaboration • PD for admin on evaluating arts students/staff • Teacher survey to assess PD & support • Provide arts discipline specific PD • PD/Surveys • Create surveys for arts faculty and students to discover needs, perceptions, expectations, goals • Current VAPA teacher “end of the year survey” with polling on what sort of training is beneficial in the upcoming year. Centers focus on topics for each discipline on relevant topics and faced challenges.	Build and disseminate a directory of programs and course offerings • Look at other district arts models • MS chorus gaps. How many students participate in chorus in 5th grade vs. those in middle school. Bridge the gaps • Find out which schools currently expose students to all 5 arts disciplines • Student survey to evaluate VAPA courses • Avoid cuts to arts education. Commit to comprehensive arts ed •	Engage families and community partners • For students: art for art’s sake..but in addition, show how it can help students moving forward in life. Job opportunities, admission to college etc. • District arts scholarship • Engaging families and community members to share arts experiences • Collaborate with local colleges for arts experiences and resources	
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Long Beach Unified School District Planning Committee

VAPA Office	Christine Whipp, VAPA Coordinator Renee Bhatia, TK-12 Music Instructional Coach Nica Rumion, Elementary VAPA Instructional Coach Denise Cuevas, VAPA Administrative Secretary
Administrators	Dr. Michael Navia, Principal – Renaissance HS for the Arts Edward Steinhauser, Principal – Marshall Academy of the Arts (MS) Jennie Salazar, Principal – Riley Elementary School
VAPA Teachers	Juan Alvarez, Middle School Art Meghan Carungcong, Elementary General Music Reba Castaneda, High School Art Keisha Clark-Booth, High School Dance Alex Fridrich Ward, Elementary Art Kevin Hamilton, High School Music Jeremy Padrones, Middle School Music Laura Strand, Elementary Instrumental Music
Classified Personnel	Tori Gathe Rosado, High School Theater Stage Technician
Parent/Student Representatives	AnneMarie Balmeo (parent), Liam, Amaya & Makeo Balmeo (students) Elisa Padilla (parent), Dublin Welsh (student) Jeremy Dodgen (parent), Jade Dodgen (student) Alison Mocilnikar (parent)
VAPA Community Arts Partners	Issy Farris & Matthew Peskanov, LB Symphony Orchestra