

ABC Unified Five-Year Strategic Arts Education Plan



ABC Unified School District Accolades, Partnerships, Programs and Population:

The ABC Unified School District is known throughout the State of California as a leader in educational planning and innovation. The District has received county, state, and national recognition for outstanding programs in counseling, alternative education, staff development, and labor relations. Staff members have been selected to participate on state and national educational committees and have been invited to make presentations at national, state, and local conferences. Students have been recognized as National Merit scholars, academic decathlon winners, and participants in the Model United Nations program. Approximately 85 percent of the graduating students go on to higher education. Ongoing partnerships with the community college, regional occupational program, state universities, and local businesses are an integral part of the District's planning process for educational improvement. An atmosphere of participative management prevails with teachers, administrators, and the community working together to build strong, quality programs.

Other noteworthy programs include magnet schools, independent study, adult education, extensive extra-curricular programs, and a university prep school. Strong support services have resulted in recently modernized schools and an innovative technology department. Programs for special education students, gifted and talented students, and limited or non-English speaking students are offered, as well as a variety of independent study, vocational education, and advanced placement courses.

The ABC Unified School District is governed by a seven-member Board of Education and includes nineteen elementary schools, five middle schools, three comprehensive high schools, a college prep 7-12 school, a continuation high school, infant/children centers, extended-day care, and adult school. The diverse ethnicity of the community is reflected in the K-12 population which is American Indian/Alaskan Native, Asian, African American, Filipino, Hispanic, Pacific Islander, Portuguese, and White.

ABC Unified School District Mission and District-wide Strategic Goals:

Working Hard to be the Very Best ABC Unified School District strives to provide the best educational experiences for our students and families. Our mission is to develop a community of life-long learners, creative thinkers, and responsible individuals by providing innovative and high-quality educational programs in a safe and supportive environment. We are working hard to achieve our mission. For the past five years, we’ve had a concrete road map to guide us. Our District’s Strategic Plan-Schools for 21st Century Learners outlines our mission, vision, and goals. The strategic work we do each year is focused on accomplishing our five strategic plan directions. 1. Academic Achievement for All 2. Professional Growth for Employees 3. Family and Community Engagement 4. System to Support Student Success 5. Effective Resource Management.

ABC Strategic Arts Plan Table of Contents

Strategic Plan Overview	Pages 1 - 3
District Arts Team	Page 3
LA County Department of Arts and Culture	Page 4
VAPA Vision and Current Reality	Page 5
Strategic Directions	Page 6
Phase I Implementation Plan.....	Pages 7 – 11
Phase II Implementation	Pages 11 – 15
Phase III Implementation	Pages 16 – 18

5-Year Strategic Arts Plan Overview

In the fall of 2019, the ABC Unified School District (ABC or District) became a member of the Los Angeles County *Arts Ed Collective* and began the process of developing a 5-year Arts Strategic Plan that is aligned with the District’s mission and strategic plan. In partnership with a coach from the Los Angeles County Arts Ed Collective, the District organized a District Arts Team (DAT) with representation from a variety of Visual and Performing Arts (VAPA) teachers, principals, supervisors, and program specialists. The 18-member DAT met in 2020 on January 31 and March 10 in person, and virtually on May 14 and May 28 to provide their valuable input towards the development of this Arts Strategic Plan.

The Arts Strategic Plan builds upon the District’s mission and overarching five strategic planning directions, as well as their commitment to social and emotional learning, incorporating goals determined with the Arts Ed Collective during Summer 2019 at ScaleUp, with a focus on developing Multi-tiered Systems of Support (MTSS). The District Local Control and Accountability Plan (LCAP) is in effect through 2020. This Plan directly supports LCAP Goal 3: To improve student connectedness in the overall educational program, facilitate parental involvement with district and

site level decision-making processes affecting programs and services provided to students, specifically parents of English learners, socioeconomically disadvantaged and foster youth, parents participate on the LCAP Parent Advisory Committee, (LCAP PAC), English learner LCAP PAC, and School Site Council. As well as LCAP Goal 5: To strengthen pupil engagement students are provided a multi-tiered support system that includes direct interventions in academic, social/emotional, and mental health services thereby increasing school attendance and cohort graduation rates, while decreasing chronic absenteeism and middle and high school dropout rates. And LCAP Goal 6: To achieve improvement in the overall educational program, district schools will include research-based, school-wide behavioral support systems and practices that will lead to decreased suspension and expulsion rates and an increased sense of safety and school connectedness by students, parents, and teachers.

Through the planning process **three key strategic directions** emerged:

1. Develop VAPA Capacity for Equity and Well Being
2. Sustain VAPA Opportunities and Collaboration
3. Design an Innovative VAPA Infrastructure

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

ABC Unified District Arts Team Members

Prisca Alba, Parent
Dr. Beth Bray, Project Director
Camille Carnal, High School Visual Arts Teacher
Robert Castillo, Elementary School Principal
Tim Catlin, Supervisor of Child Welfare & Attendance
Lisa Davis, Supervisor Special Programs
Rachael Edson, High School Art Teacher
Sergio Garcia, High School Principal
Julianne Gray, Program Specialist

Alan Hallback, Music Teacher
Jeff Heilig, Elementary School Principal
Dr. Wendy Huang, Sixth Grade Teacher
Pamela Miller, Elementary School Principal
Denique Morris, High School Theater Teacher
Irene Orozco, Program Specialist
Michele Robinson, Elementary School Principal
Dr. Colin Sprigg, Director of Information & Technology
John Zamora, High School VAPA teacher

Los Angeles County Department of Arts and Culture

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

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. <https://www.lacountyartsedcollective.org/>

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

California Declaration of All Students Rights to Equity in Arts Learning

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

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

ABC VAPA Vision:

Through this strategic arts planning process, the Community Arts Team established vision points for arts engagement in the district over the next five years. By 2025, ABC VAPA programs will encompass:

1. Enriched Arts Professional Development
2. Intentional Arts Access
3. Arts Valued Community
4. Celebratory Arts Showcase and Festival
5. Collaborative Arts Network
6. Arts Infused Curriculum
7. Measurement of Student Success and Enrichment
8. Sustainable Arts Funding
9. State of the Arts Facilities and Materials
10. Post-Secondary Connections and Opportunities
11. Exceptional Qualified Arts Staffing

ABC Current Reality:

The District Arts Team identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the VAPA **Current Reality** for the district:

Strengths:

- Art Education is valued TK – 12
- Engaged leadership at multiple levels
- Amazing teachers
- Community/ Parent buy-in
- Improved resources
- Band is a model program
- Math & Science curriculums lend themselves to Arts Integration
- District-level buy-in
- District takes advantage of resources
- Egalitarian administration
- District-wide belief in success and resilience

Challenges

- Need arts articulation through elementary/ MS / HS
- VAPA networking and collaboration not established (outside of band)
- Need organizing time at elementary level
- Fragmented system for fund allocation
- Arts complacency at district level
- Outdated communication systems

Strategic Directions

The ABC Unified District Arts Team reflected on creative and innovative actions to address the challenges and move toward the vision. As a result, the following strategic directions and goal areas were developed to support implementation using the equation ***Quality Education = Content + Infrastructure + Sustainability.***

STRATEGIC DIRECTION 1

Develop VAPA Capacity for Equity and Well Being– *Content*

Goal 1

Expand and Develop Professional Learning

Goal 2

Foster Social and Emotional Learning through the Arts

Goal 3

Design Arts Curriculum for Equity

STRATEGIC DIRECTION 2

Sustain VAPA Opportunities and Collaboration– *Sustainability*

Goal 1

Establish Digital and Collaborative Communication

Goal 2

Extend VAPA Opportunities for Students and Teachers

Goal 3

Research and Leverage Best VAPA Practices

STRATEGIC DIRECTION 3

Design an Innovative VAPA Infrastructure– *Infrastructure*

Goal 1

Build a Sustainable VAPA System

Goal 2

Develop Flexible Staffing Models

Goal 3

Create Resource Parity

PHASE I IMPLEMENTATION PLAN 2020-2021

Strategic Direction ONE: Develop VAPA Capacity for Equity and Well Being – Content

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
<p>Goal 1: Expand and Develop Professional Learning</p>	<p>Create Digital Celebratory Arts Showcase (theatre, dance, music, media) adding Elementary after first year</p>	<ol style="list-style-type: none"> 1.Create Area-specific Vertical Concerts eg: virtual concerts utilizing recordings from music department during Covid 2.Create Google Site for Virtual Visual Art Galleries eg: Gar virtual gallery 3.email secondary art schools to create showcase (each teacher is in charge of their own page) 4.Determine who would be on judges' panel 5.Create a launch day 6.Create scholarship fund for graduating seniors 7.Develop awards and recognition 	<p>District theater instructors in high school and middle school</p> <p>IT Department</p> <p>John Zamora has connections to get funds for scholarships</p>	<p>Development of Collaboration minutes</p> <p>Development of YouTube videos</p> <p>Recognition and Scholarships are awarded</p> <p>Interest and enthusiasm for VAPA grows—VAPA is celebrated</p> <p>Community partnerships and relationships are established</p>
<p>Goal 2: Foster Social and Emotional Learning through the Arts</p>	<p>Survey mental health professionals about needs of students they deal with</p>	<ol style="list-style-type: none"> 1.Establish partnership with mental health staff for arts, social and emotional learning, and resilience 2.Develop perception survey pre/post survey annually to justify expenditure 3.Conduct surveys 4.Explore needs for professional development 	<p>Mental Health Point Person (District Level)- the go-to for arts integration/mental health</p> <p>LCAP</p>	<p>Procure survey responses that represent diverse district demographics</p> <p>Get on the Agenda/Meeting minutes of Arts/Mental Health Collaboration and begin work together on ideas and strategies for SEL through VAPA</p>

PHASE I IMPLEMENTATION PLAN 2020-2021

Strategic Direction ONE: Develop VAPA Capacity for Equity and Well Being – Content

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
<p>Goal 3: Design Arts Curriculum for Equity</p>	<p>District Hosted dates for curriculum coaches to do complete initial survey for arts integration lessons</p>	<ol style="list-style-type: none"> 1. Speak to Beth/Carol/ Coaches 2. Set up dates to look through materials 3. Generate arts-lesson link resources page for elementary/secondary 4. Make “How to Find” resources videos for content/platforms 5. Site Admin to provide staff with collaboration time for this purpose 	<p>Beth/Carol/Lisa</p> <p>Julianne, District Coaches (Diana, Erick, Nataly, Lena, Lora, Bryan)</p> <p>Site Admin</p> <p>Engage IT with fluidity of video resources</p>	<p>Produce How to Videos</p> <p>Produce Resource documents</p> <p>Development of Site Collaboration Sessions among elementary teachers</p> <p>Development of cross-curricular among secondary teachers along VAPA teachers</p>

PHASE I IMPLEMENTATION PLAN 2020-2021

Strategic Direction TWO: Sustain VAPA Opportunities and Collaboration - Sustainability

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
Goal 1: Establish Digital & Collaborative Communication	Establish digital and collaborative arts classroom	1.Establish teacher network and collaboration by discipline. 2.Get conversation started during Wednesday meetings to give people time to share best practices 3.Establish district lead & arts-lead teachers to create a digital collaboration network 4.Create in-service for arts teachers - create professional pod days 5.Develop and host "All the Arts Day" Inservice with breakouts for disciplines /levels	Julianne Gray	Teacher leads at each site will be established All arts teachers will have access to the network
Goal 1: Establish Digital & Collaborative Communication	Create Google Classroom for teachers to share VAPA ideas, lesson plans, projects	1.Create and share google/email where teachers can send resources to leads- leads can organize and make available in systematic way on google drive 2.Determine folders/grade levels/discipline based organization 3.advertise and make more prevalent	coordination by site leads	Best practices will be shared and established Teachers will inspire one another More equity will exist between classes More collaboration will develop

PHASE I IMPLEMENTATION PLAN 2020-2021

Strategic Direction TWO: Sustain VAPA Opportunities and Collaboration - Sustainability

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
<p>Goal 1: Establish Digital & Collaborative Communication</p>	<p>Establish digital and collaborative arts classroom</p>	<p>1.Start at MS level and grow</p> <p>2.Harness amount of documented VAPA work due to Covid before moving fully to in-person learning</p> <p>3.Start by encouraging teachers to make folders of work for each student as a way to lay the groundwork for traveling portfolio - tag and make best practices</p> <p>4.drag into Google site with: * Name * Bio page * label for year in school</p> <p>5.Turn in via portfolio</p>	<p>Coordination by site leads</p>	<p>Students will have portfolio of their work as a form of communication between students and teachers, support for vertical articulation, and to provide competitive VAPA opportunity for students</p>
<p>Goal 2: Extend VAPA Opportunities for Students and Teachers</p>	<p>Use summer hours to meet at collaborate</p>	<p>1.Begin zoom VAPA meetings over summer toget to initiate goals</p> <p>2.Use Summer meeting to plan grant project as a Design Team</p>	<p>hourly/timecard for participants</p>	<p>Capitalize on planning momentum</p>

PHASE I IMPLEMENTATION PLAN 2020-2021

Strategic Direction TWO: Sustain VAPA Opportunities and Collaboration - Sustainability

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
Goal 3: Research and Leverage Best VAPA Practices	Research other/ local districts (for leverage) collect data on their plan and Budget (funding allocation challenge)	<ol style="list-style-type: none"> 1 .Reach out to arts ed collective (Gillian) to collect data on other districts funding 2.Revisit LCAP allocations now that deadline is extended 3.Decide on potential advancement grant ask 	<p>Julianne</p> <p>up to \$25,000 matching grant through arts ed collective</p> <p>Title IV, Category A VAPA, B-student safety, C-Technology</p>	<p>Develop potential Title IV opportunity</p> <p>Develop potential Title III for ELD support</p>

PHASE I IMPLEMENTATION PLAN 2020-2021 continued

Strategic Direction THREE: Design an Innovative VAPA Infrastructure- Infrastructure

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
<p>Goal 1: Build a Sustainable VAPA System</p>	<p>Survey elementary arts with qualitative data/interview style on courses and programs</p>	<ol style="list-style-type: none"> 1.Design survey/ interview (separate and confidential) 2.Interview principals 3.Interview 3 teachers at each site 4.Interview band director 	<p>Julianne</p>	<p>Collect data for the update of Arts Plan and collaboration with Mental Health Professionals for SEL</p>
<p>Goal 2: Develop a Flexible Staffing Model</p>	<p>Establish one Visual and/or Performing Arts teacher/ artist educator in residence goes to multiple school sites</p>	<ol style="list-style-type: none"> 1.Funding approval for all VAPA (advancement grant or site-specific funding) 2.Advocate to maintain current VAPA (ALL ART DISCIPLINES) funding 3.Collaboration/communication among school to share same artist in residence 4.Schools would need to allocate space and/or time 5.Determine grade level/ target student group for greatest social emotional need 	<p>Subcommittee LCAP - Supplemental Concentration and General/ LCFF Advancement Grant</p>	<p>Expand VAPA offerings</p>

PHASE 2: 2021-2023

Strategic Direction ONE: Develop VAPA Capacity for Equity and Well Being – Content

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
<p>Goal 2: Foster Social and Emotional Learning through the Arts</p>	<p>Create Summer school arts opportunities for credit</p>	<ol style="list-style-type: none"> 1.Link to mental health - SEL 2.Link to expressions of justice and equality 3.Link to benefit to ELL 4.Determine percentage of students taking Summer School who would need this support 5.Build case for expenditure based on link btw mental health and art 6.Design art course(s) 7.Determine A-G credit through UC doorways to get approved 8.Look at current A-G course for inspiration 9.Propose to Curriculum Supervisor (Secondary) 	<p>Title III and Title IV (supplemental) PTA Ed Foundation Supervisor of Special Programs Supervisor of Elementary Curriculum Supervisor of Secondary Curriculum</p>	<p>Improved attendance Improved mental health Improve learning of English Language through the arts</p>
<p>Goal 2: Foster Social and Emotional Learning through the Arts</p>	<p>Create an Arts Summer Camp geared towards mental health</p>	<p>Determine how to get this included in summer offerings and how to make it a priority with Academic Services</p> <p>Have three goals:</p> <ol style="list-style-type: none"> 1. Mental Health 2. Creative expression and development 3. Enrichment 	<ol style="list-style-type: none"> 1.Look to Covid-related federal funding (in-person instruction grants/ expanded learning opportunity grants. 2. Career Technology Foundation (CTF) 3. Regional Occupational Program (ROP) 3. Adult Educatio 	<p>Summer arts program is launched</p> <p>Fuels Artistic Expressions at Tracy</p> <p>Support Expansion into MS and HS Transition Programs to include ELD students</p>

PHASE 2: 2021-2023 (continued)

Strategic Direction TWO: Sustain VAPA Opportunities and Collaboration - Sustainability

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
Goal 1: Establish a Digital and Collaborative Communication	Create Arts Education Campaign to develop public understanding of why Arts Education is important	<ol style="list-style-type: none"> 1.Design messaging 2.Create talking points 3.Develop branding 	Rachel Edson John Zamora (VAPA teachers) Director of Communications (Scott Smith)	Communicate the values of our arts community Develop community-wide support for VAPA
Goal 2: Extend VAPA Opportunities for Students and Teachers	Sites create a fall and spring arts VAPA showcase (in tandem with back to school and open house)	<ol style="list-style-type: none"> 1.Build excitement and buy-in from site principals 2.Arrange time for principals to collaborate 3.Arrange time for teachers to collaborate within the school 4.Involve site stakeholders such at PTA 	Julianne (District Coordinator) Lisa (Supervisor of Special Programs) Individual site principals Individual School Site budgets with support from Title III and Title IV Advancement Grant	Visual evidence of VAPA instruction district-wide
Goal 2: Extend VAPA Opportunities for Students and Teachers	Establish community and business connections in support of opportunities for students to create arts installations around our cities	<ol style="list-style-type: none"> 1.Attend chamber of commerce meetings 2.Develop and facilitate advisory meetings 3.Develop a list of business partners with arts interests 4.Develop a list of potential community sites and community events 	Scott Smith (former chamber of commerce member) *** Invite Scott to join team Lisa Davis Low to no cost	Graphic representation of student work everywhere (throughout our cities)! Community relationships and investment in District VAPA programs A community that values the arts

PHASE 2: 2021-2023 (continued)

Strategic Direction TWO: Sustain VAPA Opportunities and Collaboration - Sustainability

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
<p>Goal 2: Extend VAPA Opportunities for Students and Teachers</p>	<p>Develop community partnerships</p> <p>Develop and provide internships & mentorships through community partners</p>	<p>1.Connect with arts community partners(Cerritos PAC, museums, etc)</p> <p>2.Create a list of potential sites for resources, events, student work showcase, host site for student festival</p> <p>3.Identify a point person for each arts organization</p> <p>4.Identify cultural arts partners</p>	<p>Scott Smith (former chamber of commerce member)</p> <p>*** Invite Scott to join team</p> <p>Lisa Davis</p> <p>Low to no cost</p>	<p>Students experience and create visual arts that represents diverse cultures</p>
<p>Goal 2: Extend VAPA Opportunities for Students and Teachers</p>	<p>Develop and provide internships & mentorships through community partners</p>	<p>1.Create resources to support student internships and pathways</p> <p>2.Identify partners that can offer work-based learning, internship and mentorships (possibly externships for teachers). Look into the following as a start for possibilities:</p> <ol style="list-style-type: none"> 1. A)Long Beach City College 2. B)Cerritos City College 3. C)CSULB 4. D)LB museum of Art 5. E)Art Center 6. F)LCAD 7. G)Identify more post-secondary partners <p>3.Further develop professional Pathways / HS</p> <p>4.Identify Internships. Look into the following as a start for possibilities:</p> <ol style="list-style-type: none"> 1. A)Cerritos Perf. Art 2. B)Local theatres/museums 	<p>Director of Secondary Education</p> <p>Director of Elementary Education</p> <p>Superintendent Office</p>	<p>The development of post-secondary connections & opportunities</p> <p>Expansion of Student Professional Development Increase partnerships with universities and</p>

PHASE 2: 2021-2023 (continued)

Strategic Direction TWO: Sustain VAPA Opportunities and Collaboration - Sustainability

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	Measurable Outcomes (Evidence of Success)
<p>Goal 1: Establish Digital & Collaborative Communication</p>	<p>Create Districtwide calendar to promote ALL arts Create calendar events, and opportunities</p>	<ol style="list-style-type: none"> 1. Discuss in July/August in summer meeting before school starts 2. Meet at end of school year and end of summer to plan and establish calendar for 2021/2022 3. Use calendar to promote VAPA as a whole/ combine efforts between disciplines to showcase the Arts 4. Advanced VAPA classes should be seen (have prominence and be celebrated) 5. Decide on a format for how to make a hybrid showcase/ perhaps multiple locations (District Office, Cerritos Library) various installations and work is shown, have an Arts Week 6. Include feature of students' creative processes in addition to project - maybe becomes fundraiser 	<p>Coordination by site leads</p>	<p>The arts will be promoted throughout the district</p>

PHASE II IMPLEMENTATION PLAN 2021-20213 continued
 Strategic Direction THREE: Design an Innovative VAPA Infrastructure- Infrastructure

GOAL	ACTION	TASKS	POINT PERSON/ BUDGET IMPLICATION	BENCHMARK
Build a Sustainable VAPA System	Create culminating arts events for students/parents/ community for individual elementary schools or a group of schools (i.e. under umbrella of one VAPA teacher-- a visual arts showcase, etc)	<ol style="list-style-type: none"> 1. Select a coordinator at each school site (not the principal) 2. Secure commitment from participating schools for 1 Spring event 3. invite board members and community members to event 4. Provide each school has flexibility to design individual event 	Coordination by site leads	Establish groundwork for district-wide Arts Event in later Phase
Goal 2: Develop Flexible Staffing Models	Continue determining a shared artist educator in residence or shared specialist	<ol style="list-style-type: none"> 1. Review LACDAC list of recommended artist in residence list and determine best possibilities to support multiple district elementary schools 2. Build case for district expenditure on shared specialist based on link between mental health and art, ELL and art and determine best possibilities to support multiple district elementary schools 3. Determine point person 4. Collaborate with elementary school principals on chosen discipline(s) and schedule 	Julianne (District Coordinator) Lisa (Supervisor of Special Programs) Individual site principals Individual School Site budgets with support from Title III and Title IV Advancement Grant	Create improved access to VAPA beginning at Elementary Level Develop preparedness for available arts learning in MS and HS Improved Scaffolding Improved focus, mental health and joy in schools
Goal 1: Create Resource Parity	Determine baseline Arts Program Resources to create Equity among schools Resources to create Equity among schools	<ol style="list-style-type: none"> 1. Catalog arts resources at Elementary Schools 2. Compare lists and determine baseline 3. Provide support (budget, in-kind etc) to bring all schools up to baseline 	Julianne (District Coordinator) Individual site principals	Equity among elementary schools regarding resources and supplies

PHASE 3: 2023-2025

Strategic Direction ONE: Develop VAPA Capacity for Equity and Well Being – Content

GOAL	ACTION	TASKS	Budget Sources/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal 2: Foster Social and Emotional Learning through the Arts	Strengthen summer programs specifically in theatre and music labs	<ol style="list-style-type: none"> 1. Create professional connections among feeder patterns (Summer 2020) 2. Link to mental health - SEL 3. Link to expressions of justice and equality 4. Link to benefit to ELL 5. Determine percentage of students who would need this support/ benefit from this programming 6. Build case for expenditure based on link btw mental health and art 7. Design/Edit Program 	Title III and Title IV (supplemental) PTA Ed Foundation Supervisor of Special Programs Supervisor of Elementary Curriculum Supervisor of Secondary Curriculum	Improved attendance Improved mental health Improve learning of English Language through the arts

PHASE 3: 2023-2025 (continued)

Strategic Direction TWO: Sustain VAPA Opportunities and Collaboration - Sustainability

GOAL	ACTION	TASKS	Budget Sources/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal 2: Extend VAPA Opportunities	Create celebratory arts showcase & festival	<ol style="list-style-type: none"> 1. Research other districts arts festivals for models and inspiration 2. Convene a task force (leads? parents?) 	Julianne (District Coordinator) Lisa (Supervisor of Special Programs)	Celebrate the first district-wide arts showcase & festival Enhance support for VAPA district-wide

for Students and Teachers		<p>3. Develop the District Arts Festival/Showcase that includes:</p> <ul style="list-style-type: none"> A) student performances B) film festival C) Drama performers D) Dance team E) Vocal music F) Musical theater G) visual arts displays H) Band I) VAPA speakers/prominent alumni guests <p>4. Invite community</p> <p>5. Include silent auctions of student artwork</p>	<p>Individual site principals</p> <p>Individual School Site budgets with support from Title III and Title IV</p> <p>Advancement Grant</p>	<p>Improved school/district pride/ school spirit/ attendance and understanding of the Arts as core to education</p>
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PHASE 3: 2023-2025 (continued)

Strategic Direction THREE: Design an Innovative VAPA Infrastructure- *Infrastructure*

Goal	Action	Tasks	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal 1: Build a Sustainable VAPA system	Further develop artist in residence program	Create commitment of time and facilities 1 hour/week per grade level at each elementary school	<p>Site Principals</p> <p>LCAP - Supplemental Concentration and General/ LCFF</p> <p>Advancement Grant</p>	<p>Expand VAPA offerings</p> <p>Further develop access to all disciplines-- further equalize access between disciplines</p>

Goal 2: Develop Flexible Staffing Models	Hire additional qualified Art Teachers	further develop case for district expenditure on shared specialist based on link between mental health and art, ELL and art and determine best possibilities to support multiple district elementary schools	LCAP Individual site principals Individual School Site budgets with support from Title III and Title IV	Create improved access to VAPA beginning at Elementary Level Develop preparedness for available arts learning in MS and HS Improved Scaffolding Improved persistence, mental health and joy in schools
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Appendix Directory

Practical Vision Page 20

2019 – 2020 Current Reality Pages 21 -22

Strategic Directions (with actions) Page 23

Enriched Arts Professional Development	Intentional Arts Access	Arts Valued Community	Celebratory Arts Showcase & Festival	Collaborative Arts Network	Arts Infused Curriculum	Measurement of Student Success & Enrichment	Sustainable Arts Funding	State of the Art Facilities & Materials	Post-Secondary Connections & Opportunities	Exceptional Qualified Arts Staffing
PD to assist General Ed teachers in arts integration	Music Program for all TK-3	Community/ Business Connection Arts Installations around cities	VAPA showcases displayed	Teacher network and collaboration by discipline	Classrooms that enhance the Arts imperative	No chronic absenteeism & suspensions due to MTSS/Arts (K-12 activities program)	LCAP funds allocated to support the Arts in all schools	Exceptional materials and facilities (art and music)	Articulation with colleges	Hire credentialed VAPA K-12 teachers & supervisor
Professional Development for teachers in arts integration	Eliminate Arts gap in Elem/MS/HS programs	Work with more community partnerships, Cerritos PAC, museums, etc.	District Arts Festival -student performances -film festival -VAPA speakers	CTE and VAPA partnerships	Embedded curriculum is Art (i.e. Math, ELA)	Better attendance, graduation rates and test scores		Student resource center at site (tactile learning)	Increased partnerships with universities and community colleges to continue pathways	Full-time Arts teachers at schools
Faculty intern/externships	Scheduling intentional access of mindful opportunities for all students	Seeing graphic representation of student work everywhere!	Stronger summer programs - theatre -music labs	Networking with Schools		Enrollment goes up because the arts bring more families to ABC		Create an ABC Performing Arts Center that is equitable to all groups	Professional Pathways / HS Internships -Cerritos Perf. Art -local theatre/museum -Disney/Knotts	Expert Art teacher with ability to instruct performing, traditional & digital
	Keep students and teachers momentum	Arts instruction that represents diverse cultures	District Showcase	Arts articulation Elementary/ MS/ HS across disciplines		SEL Art opportunities for ALL		Updated equipment and facilities	Enhanced Art Ed courses / CTE pathways	
	Music/ Art for all students	Internships & mentorships (community partnerships)	Expose student work through community showcase	Allow time for teacher collaboration at different levels				State of the art facilities		
	"Push-In" programs as opposed to "Pull-Out" in the Arts	Shared public understanding of why Arts Education is important	Site and district art exhibitions, plays, concerts, and student performances					Replenish resources		
		Visual evidence of VAPA instruction district wide	Silent auctions of student artwork							
			Student choir, orchestra, drama & dance teams							

The District Arts Team of ABC Unified School District identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for 2019-2020 for the District.

Strengths		Challenges	
<i>Momentum Towards Vision</i>		<i>Forces Resisting Our New Direction</i>	
<ul style="list-style-type: none"> ● Art Education is valued TK – 12 ***** ● Engaged leadership at multiple levels ***** ● Amazing teachers ***** ● Community/ Parent buy-in **** ● Improved Resources *** ● Band as model * ● Math & Science curriculums lend themselves to Arts Integration * ● District-level buy-in ● Taking advantage of resources ● Egalitarian administration ● Belief in success and resilience 		<ul style="list-style-type: none"> ● Need arts articulation through elementary/ MS / HS ***** ● VAPA networking and collaboration not established (outside of band) ***** ● Need organizing time at elementary level ***** ● Fragmented system for fund allocation ***** ● Arts complacency at district level ***** ● Outdated communication systems * <p>*** indicate level of importance determined by team</p>	
Current Reality			
<p>The district participated in The Arts Education Profile to assess the current status of arts programming across the district. The DAT team worked in specialized groups to review this data in relationship to what VAPA curriculum is known to exist at ABC, with a focus on capturing current strengths, gaps, and opportunities. The findings from the data review are summarized below:</p>			
Discipline	Strengths	Gaps	Opportunities
Dance and Theatre	<ul style="list-style-type: none"> ● Course offerings/ options (grades 3-4) 	<ul style="list-style-type: none"> ● Need staffing for elementary dance program ● Vocal (chorus class) requires a separate credential ● Need programs in more elementary schools 	<ul style="list-style-type: none"> ● After-school enrichment ● Common curriculum ● Equity regarding technology ● Collaboration ● Alignment

Visual and Media Arts	<ul style="list-style-type: none"> Interested/involved emphasis for Music Ed. can be applied to Visual Arts Some schools have art for every student (they found a way to make it work at the elementary level) 	<ul style="list-style-type: none"> Need consistent data from all elementary schools (what is each school doing) Need more consistent and additional secondary data including name of electives Need community demand for art (the same way we have for music which created success) Title of courses does not reflect course curriculum 	<ul style="list-style-type: none"> Collect data Collaboration between art teachers (elementary > MS > HS) Networking for art teachers (elementary > MS > HS) Define curriculum Define pacing charts Define materials needed
Music	<ul style="list-style-type: none"> Instrumental music available in all elementary schools across district All HS have additional programs beyond basic band program (i.e. jazz, pep, etc.) Opportunities for musical theater experience at elementary, middle schools, and district All MS and HS have honor band 	<ul style="list-style-type: none"> Need exposure to music TK-3 Instrumental music is available but not accessible to ALL 4-6 Limited access to choir in MS and HS 	<ul style="list-style-type: none"> Jazz band festival Choir festival Vertically aligned instrumental music exposure across district Trained string players just need a venue to play
Community and Financial Support	<ul style="list-style-type: none"> LCAP funds 400K Some schools have established programs and foundations Strong community support Strong parental (financial) support (north side) Experienced staff District leadership 	<ul style="list-style-type: none"> Need a survey to determine additional support opportunities: <ul style="list-style-type: none"> -grants -foundations -booster clubs -community sponsorships Need to solidify role of ABC Foundation 	<ul style="list-style-type: none"> Vertical transitions in program elementary > MS > HS Grant committees <ul style="list-style-type: none"> -research -writing Funding overlaps – Title IV Community outreach Publically funded opportunities Community college connections

<p>Expand and Develop Professional Learning</p> <p>District Hosted Dates for VAPA collaboration</p> <p>VAPA/Arts curriculum leader at the district level (i.e. similar to Special Ed, ELA, Math)</p> <p>One day conference in ABCUSD for all VAPA teachers</p> <p>Make arts professional development representative of release time funding</p>	<p>Foster Social and Emotional Learning through the Arts</p> <p>Partnership with mental health staff for arts, social and emotional learning, and resilience</p> <p>Parent/Student art workshop/experience (an exchange)</p>	<p>Design Arts Curriculum for Equity</p> <p>Align arts curriculum to all subjects</p> <p>VAPA integration in elementary core curriculum</p> <p>Arts materials budget for secondary</p> <p>Planning: Create a pacing guide/lesson plans</p> <p>Identify the essential VAPA standards in elementary</p>	<p><i>Content :</i> Develop VAPA Capacity for Equity And Well Being</p>
<p>Establish Digital and Collaborative Communication</p> <p>Establish digital and collaborative arts classroom</p> <p>Create Google Classroom for teachers to share VAPA ideas, lesson plans, projects, events, and opportunities</p> <p>Districtwide calendar to promote ALL arts events (build upon the music calendar) (Promote the arts)</p>	<p>Extend VAPA Opportunities for Students and Teachers</p> <p>Use summer hours to meet and collaborate</p> <p>Summer school for arts courses for credit</p>	<p>Research and Leverage Best VAPA Practices</p> <p>Research other/ local districts (for leverage) collect data on their plan and budget (funding allocation challenge)</p>	<p><i>Sustainability :</i> Sustain VAPA Opportunities and Collaboration</p>
<p>Build a Sustainable VAPA System</p> <p>Make elementary a priority and work our way up to M.S – H.S. (established programs)</p> <p>Art/Music timeslot at every elementary for every grade</p> <p>Vertical articulation within a community of schools (Bragg > Haskell > Gahr)</p> <p>Survey arts to collect data on courses and programs</p> <p>Arts wheel</p>	<p>Develop Flexible Staffing Models</p> <p>Share staffing 50/50 or 60/40 (music * art * dance* etc.) between levels</p> <p>Rotate artist-in-residence at the school site</p> <p>Staffing : hire qualified teachers</p>	<p>Create Resource Parity</p> <p>Standardize sound system across district</p> <p>Allow for shared space for elementary VAPA program</p>	<p><i>Infrastructure :</i> Design an Innovative VAPA Infrastructure</p>