

**Downey Unified School District
Strategic Visual and Performing Arts Plan
2017-2022
Revised 2018**

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Downey Unified School District Mission, Vision and Shared Values

VISION

All students graduate with a 21st Century education that ensures they are college and career ready, globally competitive and citizens of strong character.

MISSION

Downey Unified School District is committed to developing all students to be self-motivated learners and productive, responsible and compassionate members of an ever-changing global society. Our highly qualified staff foster meaningful relationships with students, parents, and the community while providing a relevant and rigorous curriculum in facilities that advances teaching and learning.

SHARED VALUES

Student Achievement – We believe that all students must have access to a positive and challenging learning environment to guide and inspire them in realizing their individual potential and to ensure they graduate college and career ready.

Teaching and Learning- We believe that teachers must engage and motivate all students in learning, using a rigorous and relevant curriculum based on principles of 21st Century Learning.

Best Staff and High Standards – We believe that highly qualified employees who reflect high moral and ethical character and consistently model a passion for education must be recruited, trained and retained.

Positive School Culture – We believe that a culture of understanding and mutual respect among all members of the learning community must be promoted in schools so that students grow academically and socially, and develop as responsible citizens.

Clean and Safe Schools – We believe that learning environments must be clean and safe to promote high performance within the school community.

Relationships and Partnership – We believe that partnership and communication with parents and the community must be nurtured to optimize opportunities for learning and personal growth for students.

Continuous Improvements – We believe that improvements and enhancements to all aspects of our program must be implemented based on performance data.

Fiscal and Operational Stewardship – We believe that efficiency, transparency and cost-effective practices must characterize District and school operations to ensure that resources are aligned and applied to achieve established goals.

Arts Education History in Downey Unified School District

Downey Unified School District (DUSD) high schools offer a range of visual and performing arts classes from theatre, dance, music, including a variety of band options from marching band to jazz band, and visual arts. Students at the high school level are encouraged to complete “A-G” subject requirements which include one year of Visual/Performing Arts. The DUSD middle schools also offer classes in theatre, music in the form of band opportunities, and visual arts. Additionally, each incoming sixth grade student is assigned one elective “wheel” class whereas students spend six weeks in a variety of elective classes, including visual and performing arts, with the goal of giving students the ability to identify their interests.

The DUSD elementary schools have a definite lack of visual and performing arts as the District focus has been providing teachers with professional development in the areas of English Language Arts and math.

Downey Unified has taken two definite steps to increase arts education in the district. The District has applied for and received direction from Arts for All coaches to create and implement a district arts plan. We convened as a committee of ten stakeholders consisting of district administrators, site administrators, teachers and Downey Foundation personnel over the course of the 2016-2017 school year. Additionally, our District began Technology Enhanced Arts Learning (TEAL) training through LACOE. One administrator and two teachers-on-special-assignment (TOSA) attended four workshops emphasizing arts integration. As a result, our TEAL coaches provided a number of professional development trainings to a group of fifteen STEAM (Science, Technology, Engineering, Arts, Math) TOSAs. The Arts for All District Coaches assisting in this strategic planning process were Adela Vangelisti and Sandy Seufert. In 2017-2018, The District worked with Sandy Seufert on updating the plan and some aspects of plan implementation

The District vision is for all students to graduate with a 21st Century education that ensures they are college and career ready, globally competitive, and citizens of strong character. A student with a 21st Century education embraces the 4 Cs: Collaboration, Creativity, Communication and Critical Thinking. As a district, we have focused and trained teachers in English Language Arts and math for a number of years. It is now time to move beyond the 3 Rs. Since students with a strong arts education are better prepared for careers in the creative economy, we owe it to our students to include arts in the curriculum as a core component. With our work with Arts for All and TEAL, we have begun the process on a small scale with a limited number of stakeholders involved. The training and planning will only be realized when brought to a larger audience.

Los Angeles County Arts Commission – Arts Ed Collective

The Los Angeles County Arts Education Collective is dedicated to making the arts core in K-12 public education

In 2002, the Los Angeles County Board of Supervisors established the Arts Ed Collective to align efforts across the region with the ambitious goal that LA County's 1.5 million public school students receive a well-rounded education that includes the arts.

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.

The development of the strategic plan for arts education is a partnership between Los Angeles County Arts Education Collective and Mountain View School District.

Executive Summary

Practical Vision Goals: The Arts for All Committee met and answered the question, “If all things were possible, what would we want to see in 2-3 years as the result of our plan?” The following Goals were created from a brainstorming session based on their vision for DUSD.

Assessment of Continual Growth	Creative Capacity	Authentic Arts Integration	Explicit Arts Materials	Opportunities for Creative Expression
The Valuing and Showcasing of Our Artists	Confidence Through the Arts	Aligned Implementation of the Arts Pre-K-12	Sustainable Funds and Resources for the Arts	Community Partnerships

Current Reality – Strengths, Challenges and Opportunities

The Downey Unified School District’s Arts for All Committee 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. February 3, 2017 (Asterisks indicate key actions)

Strengths <i>Momentum Towards Vision</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> • Technology Enhanced Arts Learning (TEAL) Trained Teachers • Proficient Science, Technology, Engineering, the Arts, and Mathematics (STEAM) Team could teach in as little as 30 min. blocks) * * • Administration Support * • Simultaneously developing a Foundation (newly created) and <i>Arts For All</i> strategic plans • Leveraging and increasing community-at-large support • Investing in all student voices and new branding message 	<ul style="list-style-type: none"> • Strengthening a well-rounded culture that can follow through, stay on course, and take plan to fruition* • Past efforts in arts instruction withdrawn. However, currently teachers are art inclined and capacity ready given some time and flexibility. • Past efforts in arts programing devalued (even for teachers) • Need innovative ways for teachers to integrate the arts into curriculum within a restricted and inflexible schedule ** • Expanding After School programming currently restricted to tutoring and at-risk students

Current Reality From The Arts Education Profile

The district participated in The Arts Education Profile to assess the current status of arts programming across the district. The CAT team also identified, while reviewing different sections of the profile, additional strengths challenges, and opportunities. The findings from the district profile summarized the following:

Strengths

The district has a growth mindset, values the arts, is a city-wide supportive community, has key partners, has a new Foundation, Dr. Stauffer support, **and** some after-school programing including ASPIRE and YMCA. At the elementary level, the schools offer guitar lessons, photography, and visual arts to the students. At the secondary level, there is a diversity of programming including media, visual, and performing arts. There is also, evidence that the schools value professional development for teachers.

Challenges

There is evidence that the district offers no dance instruction. The arts offering in the continuation High School is significantly less than at the comprehensive High School. There is a greater need for assessment and a systematic plan for arts integration. In addition, the district needs more quality art teachers and teaching artists. The district has restrictions in time, budget, personnel, scheduling, and physical space that need to be overcome. Most of the funding sources come mainly from the community and as a result it is insufficient.

Opportunities

The district has a number of untapped resources. With the assistance of some funding (including grants) the district could communicate, showcase, and market the arts, increase parent involvement and community partnerships (especially if stakeholders are made aware of the value of the arts). By more effectively leveraging a supportive community, school sites could adopt an arts expansion, grow exposure in all Visual and Performing Arts (VAPA) areas at the K-5 level, and provide a motivating outlet for the continuation High School to grow. “There is nowhere else but forward.”

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the Downey School District Arts for All Committee was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Arts for All Committee developed the following strategic directions, goal areas, and actions to support implementation. (March 3, 2017 and Revised June 15, 2017)

1. Ensure Arts Education is in Support of and is Supported by our District's Vision

Goal 1: Establish and Sustain Accountability

Actions:

- a. Evaluate all VAPA Programs
- b. Establish Visual and Performing Arts (VAPA) accountability

Goal 2: Implement District Strategic VAPA Plan

Actions:

- a. Adopt and share the District Strategic VAPA Plan with leadership to align with District initiatives and site-based plans
- b. Allocate SPSA (Single Plan for Student Achievement) funds to provide arts at all schools
- c. District administration to model VAPA integration

Goal 3: Provide Arts for All During the School Day

Actions:

- a. Create a teacher digital resource center with videos and lesson plans
- b. Incorporate Dance into Physical Education (P.E.)
- c. Research VAPA Curriculum for elementary schools
- d. Establish an arts area at all school sites during break (music, chalk, sculpture)
- e. Implement the "Exploratory Wheel" at elementary schools

Goal 4: Leverage External and Internal Resources

Actions:

- a. Research other VAPA grants
- b. Research and visit other district's VAPA programs
- c. Get additional support from community resources

2. Develop Personnel to Integrate and Support the Arts

Goal 1: Maximize Science, Technology, Engineering, the Arts, and Mathematics (STEAM) Talent and Resources

Actions:

- a. Teachers to integrate arts lessons after being taught by designated by STEAM coaches (elementary)
- b. Increase the “A” in STEAM at parent events and during the summers (elementary)
- c. Utilize and maximize the STEAM rotation (elementary)
- d. Create collaborative Project-Based Learning modules with credentialed arts specialists and teachers in Science, Technology, Engineering and Mathematics (secondary)

Goal 2: Support Teachers in Arts Integration

Actions:

- a. Designate an Arts Coordinator/Teacher on Special Assignment (TOSA) to provide arts integration professional development
- b. Investigate the cost and feasibility of hiring additional elementary arts teachers
- c. Utilize the Technology Enhanced Arts Learning (TEAL) trained teachers to model ways to integrate the arts into the curriculum
- d. Train select teachers through TEAL

3. Communicate and Celebrate the Value of the Arts and Arts Education

Goal 1: Believe in the Power of the Arts

Actions:

- a. Establish an arts culture within the school day
- b. Integrate arts activities in the Instructional Leadership Teams (ILTs) at each school site

Goal 2: Celebrate the Arts and Artists

Actions:

- a. Showcase local artists and staff artists
- b. Celebrate student visual and performing art works
- c. Display visual and performing art works in common areas (school site, District office, community sites)

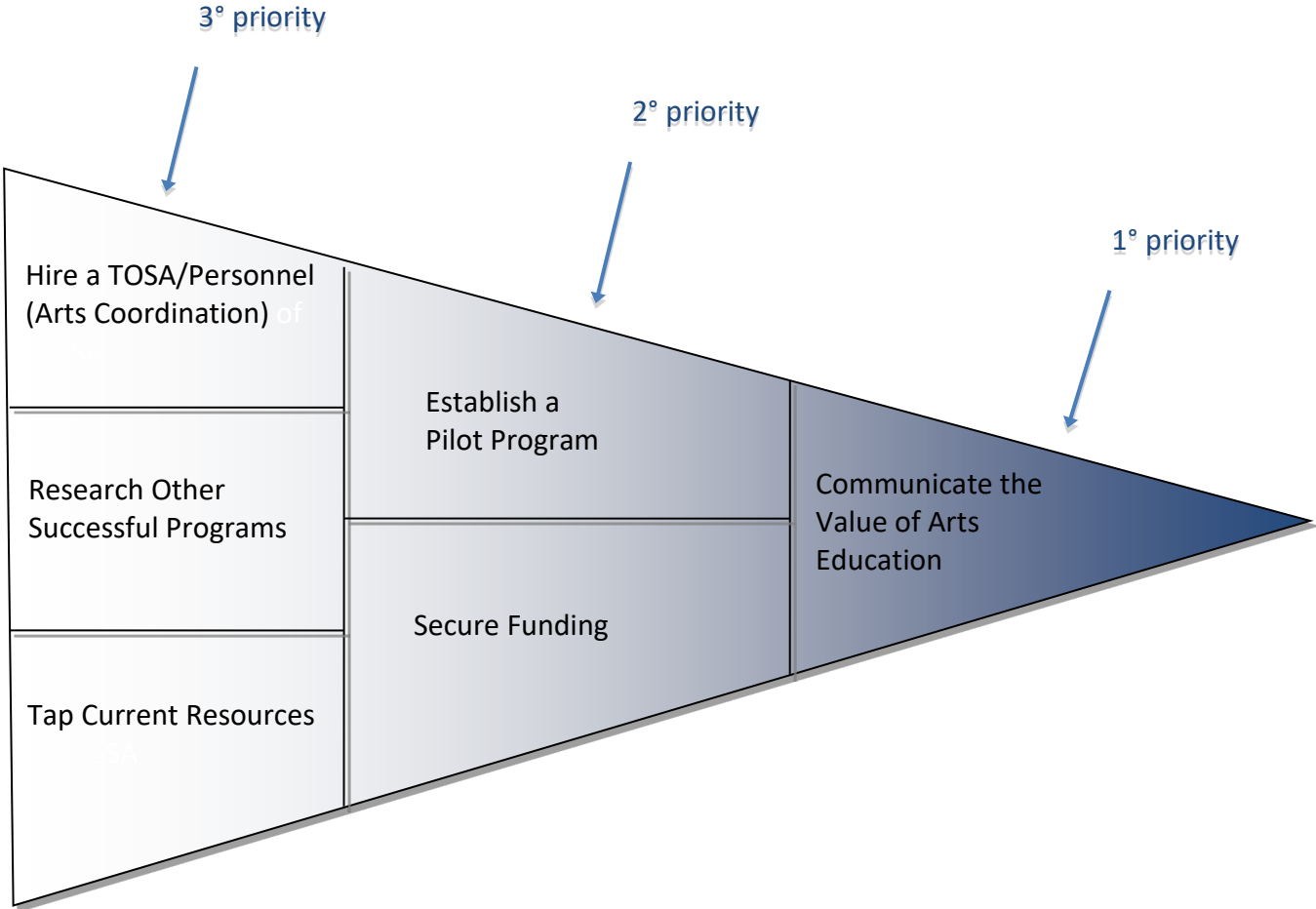
Goal 3: Publicize the Arts

Actions:

- a. Document and share growth of student outcomes
- b. Create community outreach
- c. Utilize Social Media
- d. Publicize the strategic directions plan process as an entry for valuing the arts
- e. Develop policies and procedures for display and dissemination of student visual and performing art works

Downey Unified School District Key Priorities (Priority Wedge)

Arts for All Committee participants were asked to identify the key or high-leverage actions that would be important to consider first when creating an Action Plan. (March 3, 2017)



Downey Unified School District Year One Action Plan for 2017-2018

Strategic Direction #1: Ensure that Arts Education is in Support of and is Supported by our District's Vision						
1st Year Goal/Actions	Quarter 1 Tasks August-Mid October	Quarter 2 Tasks Mid October-December	Quarter 3 Tasks January – Mid March	Quarter 4 Tasks Mid-March - May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Goal: Implement District Strategic VAPA Plan</p> <p>Action: Adopt and share the District Strategic VAPA Plan with leadership to align with current District initiatives and site-based plans</p>	<p>Discuss VAPA Vision integration with Downey Unified School District Vision at Segment Meetings</p> <p>Expand the Arts for All Committee to include secondary teachers/administrators</p> <p>Present Strategic VAPA Plan for School Board Adoption</p>	<p>At Segment Meetings, identify current reality of VAPA Progress and things we do at level</p> <p>Draft up visual representation/model of programs. Identify similarities/differences across segments</p>	<p>Conduct a qualitative survey with all teachers regarding current state of VAPA integration in classrooms</p>	<p>Create internal VAPA Vision based on feedback received</p>	<p>Budget: N/A</p> <p>Point Persons: Director of Instructional Support Programs, Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education</p>	<p>Board policy supporting arts education adopted</p>
<p>Goal: Implement District Strategic VAPA Plan</p> <p>Action: Revise the District Arts Policy</p>		<p>Convene a dedicated committee to look at District Vision and revise the Board policy in arts education</p>	<p>Present revised Board Arts Policy to the School Board</p>		<p>Budget: N/A</p> <p>Point Persons: Director of Instructional Support Programs, Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education</p>	<p>Arts policy updated</p>

<p>Goal: Leverage External and Internal Resources</p> <p>Action: Allocate SPSA/LCAP funds to provide arts at all schools with a focus on elementary</p>	<p>Provide principals training for setting realistic site VAPA goals</p> <p>Principals engage in discussions about arts education</p>	<p>Principals work with school staff at each site to develop VAPA goals</p>	<p>Principals work with Shared Decision-Making Councils on VAPA goals</p>	<p>Schools will develop a site-based arts education plan.</p>	<p>Budget: School site SPSA funding: \$1500.00-\$2000.00</p> <p>Perhaps use LCAP intervention funds for use in arts education</p> <p>Point Persons: Principals, School Site Councils, PTA, English Learner Advisory Committee or Council, Instructional Leadership Team, Grade Level Professional Learning Communities</p>	<p>Each elementary school has dedicated arts goals and/or funding in SPSA by November 2017</p>
<p>Goal: Provide Arts for All During the School Day</p> <p>Action: Establish an arts area at recess for elementary schools (music, chalk, sculpture)</p>	<p>Partner with Playworks/Jr. Coaches to organize an art area →</p>				<p>Budget: SPSA Site Funds, when possible use PTA funds</p> <p>Point Person: Linda Saldana (PTA), Principals, School Site Councils</p>	<p>50% of schools establish an arts area for use at recess</p> <p>Additional funds are made available for site-based arts areas</p> <p>Displays of art at culmination activities</p> <p>Student reflections</p>

<p>Goal: Provide Arts for All During the School Day</p> <p>Action: Incorporate dance into Physical Education</p>	<p>Research PD, Plan with Physical Education Coaches and Dance Teacher →</p>	<p>PE teachers and other experienced staff can work with General Education Teachers →</p>			<p>Budget: \$600.00 (PD for 2 PE teachers)</p> <p>Point Persons: Director of Elementary Curriculum, Instruction and Assessments; PE Teachers</p>	<p>2-4 week Dance Sessions during PE times (grades 4-5).</p>
<p>Goal: Provide Arts for All During the School Day</p> <p>Action: Research and visit other district's VAPA Programs</p>	<p>Begin research and visit other district's VAPA Programs</p> <p>Work with Arts for All District Liaison and find schedule of workshops that provide support →</p>				<p>Budget: No budget implications</p> <p>Point Persons: Director of Instructional Support Programs, TOSA Point Person</p>	<p>Creation of an Action Plan that is shared with the Arts for All Committee</p>

Strategic Direction #2: Develop Personnel to Integrate and Support the Arts

1 st Year Actions	Quarter 1 Tasks August-Mid-October	Quarter 2 Tasks Mid-October-December	Quarter 3 Tasks January–Mid March	Quarter 4 Tasks Mid-March-May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Goal: Support Teachers in Arts Integration</p> <p>Action: Hire TOSA/Coordinator and begin implementation of duties*</p> <p>*Pending dispersal of Title 4 Funds from State</p>	<p>Pre-Quarter 1</p> <p>Create Full-time Job Description</p> <p>Fly the position (August-September 2017)</p>	<p>Draft implementation plan on alignment of resources (November-December)</p> <p>Research Art programs, Budget, Other districts, Personnel (Artists in Residence)</p> <p>Assist with feasibility study to hire Elem. Teachers</p>	<p>Begin Implementation of plan →</p>		<p>Budget: \$120,000</p> <p>Point Persons: Director of Instructional Support Programs, Director of Personnel</p> <p>Consult Downey Educator Association on job description</p>	<p>VAPA TOSA in place and the Arts Plan is in operation</p>
<p>Prepare staff at each school site to teach 2 Integrated art lessons by the end of the school year.</p>	<p>Research and obtain materials needed for arts integration lessons (assisted by TEAL Coaches) →</p>		<p>Select a grade level at each site to implement arts integration</p> <p>Train at least one teacher/site on arts integration →</p>	<p>Site trained teacher to works with staff to develop school plan and pilot two lessons.</p>	<p>Budget: \$50,000 (Materials, sub-release time)</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Materials selected Site grade chosen Site teachers trained Pilot lessons taught</p>
<p>Train STEAM teachers to increase use of the Arts in STEAM.</p>		<p>STEM TOSAs meet with Arts TOSAs to collaborate on integrating the arts →</p>		<p>Implement lessons that emphasize Arts</p>	<p>Budget: N/A</p> <p>Point Persons: STEAM TOSAs, TEAL Trained teachers</p>	<p>STEAM teachers implement arts integrated lessons</p>

Strategic Direction #3: Communicate and Celebrating the Value of the Arts and Arts Education

1 st Year Actions	Quarter 1 Tasks August-Mid October	Quarter 2 Tasks Mid October-December	Quarter 3 Tasks January – Mid March	Quarter 4 Tasks Mid-March - May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Goal: Publicize the Arts</p> <p>Action: Engage in Community Outreach</p>	<p>Pre-Quarter 1 Create talking points for the District message of the arts for the community</p> <p>Quarter 1 Back to School Night – publicizing Arts Strategic Plan (Dr. Garcia and School Board Members)</p> <p>Kinder Orientation – Publicizing Arts Strategic Plan</p> <p>Monthly School Board Art Principal Art Presentation →</p> <p>Monthly presentations of arts highlights from schools →</p> <p>Weekly Art Highlight (Facebook, Web, Twitter) →</p>	<p>Showcase student artwork at STEAM Night with an Art Walk on Campuses</p> <p>Showcase student artwork on Early Release (Report Cards) while parents are on campus</p>	<p>Showcase student artwork at Open House</p>	<p>Showcase student artwork at a VAPA Art Night</p>	<p>Budget Implications unknown for new events; no budget implications for publicizing at meetings and pre-existing events</p> <p>Point Persons: Dr. Garcia, Principals, STEAM TEAM, School Board Members, VAPA Coordinator or designee, Director of Instructional Support Programs</p>	<p>LCAP survey results show increased awareness by parents of VAPA offerings, events and impact</p> <p>Message delivered at least in two different ways (one way with Parents and one way with Board)</p>

<p>Goal: Believe in the Power of the Arts</p> <p>Action: Create a culture that celebrates and values of the Arts and Arts education at the schools</p>	<p>Survey staff to find out how they intend to incorporate Arts into the year, and what tools they have/need to accomplish that.</p> <p>Staff Meeting – Share Arts Strategic Plan (Dr. Garcia)</p>	<p>Roll out articles or information supporting the importance of the Arts in education (District email, Twitter, Facebook)</p>	<p>Identifying key staff interested in a range of Professional Development (formal and informal) opportunities and building a community of staff members that support Downey’s vision. →</p>	<p>Identify different kinds of Professional Development that would meet the needs of staff →</p>	<p>Budget: Unknown Budget implications</p> <p>Point Persons: Director of Instructional Support Programs, Assistant Superintendent of Curriculum and Instruction</p>	<p>Survey responses</p> <p>Beginnings of PLCs</p>
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Downey Unified School District Year One Action Plan for 2017-2018, Revised and Updated 1-31-18

Strategic Direction #1: Ensure that Arts Education is in Support of and is Supported by our District's Vision					
1 st Year Goal/Actions		Quarter 3 Tasks January – Mid March	Quarter 4 Tasks Mid-March - May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Goal: Implement District Strategic VAPA Plan</p> <p>Action: Adopt and share the District Strategic VAPA Plan with leadership to align with current District initiatives and site-based plans</p>		<p>Conduct a qualitative survey with all teachers regarding current state of VAPA integration in classrooms</p> <p>Discuss VAPA Vision integration with Downey Unified School District Vision at Segment Meetings</p> <p>At Segment Meetings, identify current reality of VAPA Progress and things we do at level</p>		<p>Budget: N/A</p> <p>Point Persons: Director of Instructional Support Programs, Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education</p>	Board policy supporting arts education adopted
<p>Goal: Implement District Strategic VAPA Plan</p> <p>Action: Revise the District Arts Policy</p>		<p>Convene a dedicated committee to look at District Vision and revise the Board policy in arts education</p>	<p>Present revised Board Arts Policy to the School Board</p>	<p>Budget: N/A</p> <p>Point Persons: Director of Instructional Support Programs, Assistant Superintendent of Elementary Education, Assistant Superintendent of Secondary Education</p>	Arts policy updated

<p>Goal: Leverage External and Internal Resources</p> <p>Action: Allocate SPSA/LCAP funds to provide arts at all schools with a focus on elementary</p>			<p>Provide principals training for setting realistic site VAPA goals</p> <p>Principals engage in discussions about arts education</p>	<p>Budget: School site SPSA funding: \$1500.00-\$2000.00</p> <p>Perhaps use LCAP intervention funds for use in arts education</p> <p>Point Persons: Principals, School Site Councils, PTA, English Learner Advisory Committee or Council, Instructional Leadership Team, Grade Level Professional Learning Communities</p>	<p>Each elementary school has dedicated arts goals and/or funding in SPSA by November 2017</p>
<p>Goal: Provide Arts for All During the School Day</p> <p>Action: Establish an arts area at recess for elementary schools (music, chalk, sculpture)</p>		<p>Partner with Playworks/Jr. Coaches to organize an art area →</p>		<p>Budget: SPSA Site Funds, when possible use PTA funds</p> <p>Point Person: Linda Saldana (PTA), Principals, School Site Councils</p>	<p>50% of schools establish an arts area for use at recess</p> <p>Additional funds are made available for site-based arts areas</p> <p>Displays of art at culmination activities</p> <p>Student reflections</p>
<p>Goal: Provide Arts for All During the School Day</p> <p>Action: Incorporate dance into Physical Education</p>		<p>Research PD, Plan with Physical Education Coaches and Dance Teacher→</p>		<p>Budget: \$600.00 (PD for 2 PE teachers)</p> <p>Point Persons: Director of Elementary Curriculum, Instruction and Assessments; PE Teachers</p>	<p>2-4 week Dance Sessions during PE times (grades 4-5).</p>

<p>Goal: Provide Arts for All During the School Day</p> <p>Action: Research and visit other district's VAPA Programs</p>		<p>Begin research and visit other district's VAPA Programs</p> <p>Work with Arts for All District Liaison, Gillian McCarthy and find schedule of workshops that provide support →</p>		<p>Budget: No budget implications</p> <p>Point Persons: Director of Instructional Support Programs, TOSA Point Person</p>	<p>Creation of an Action Plan that is shared with the Arts for All Committee</p>
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Strategic Direction #2: Develop Personnel to Integrate and Support the Arts

1 st Year Actions		Quarter 3 Tasks January–Mid March	Quarter 4 Tasks Mid-March-May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Goal: Support Teachers in Arts Integration</p> <p>Action: Hire TOSA/Coordinator and begin implementation of duties (Pending Title 4 funds)</p>		<p>Begin Implementation of plan →</p>		<p>Budget: N/A</p> <p>Point Persons: Director of Instructional Support Programs, Director of Personnel</p> <p>Consult Downey Education Association on job description</p>	<p>VAPA TOSA in place and the Arts Plan is in operation</p>
<p>Prepare staff at each school site to teach 2 Integrated art lessons by the end of the school year.</p>		<p>Select a grade level at each site to implement arts integration</p> <p>Train at least one teacher/site on arts integration →</p>	<p>Site trained teacher to works with staff to develop school plan and pilot two lessons.</p>	<p>Budget: \$50,000 (Materials, sub-release time)</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Materials selected Site grade chosen Site teachers trained Pilot lessons taught</p>

		Research and obtain materials needed for arts integration lessons (assisted by TEAL Coaches) →			
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Strategic Direction #3: Communicate and Celebrating the Value of the Arts and Arts Education

1st Year Actions	Quarter 3 Tasks January – Mid March	Quarter 4 Tasks Mid-March - May	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Goal: Publicize the Arts</p> <p>Action: Engage in Community Outreach</p>	Create talking points for the District message of the arts for the community	Weekly Art Highlight (Facebook, Web, Twitter) →	<p>Budget Implications unknown for new events; no budget implications for publicizing at meetings and pre-existing events</p> <p>Point Persons: Dr. Garcia, Principals, STEAM TEAM, School Board Members, VAPA Coordinator or designee, Director of Instructional Support Programs</p>	<p>LCAP survey results show increased awareness by parents of VAPA offerings, events and impact</p> <p>Message delivered at least in two different ways (one way with Parents and one way with Board)</p>
<p>Goal: Believe in the Power of the Arts</p> <p>Action: Create a culture that celebrates and values of the Arts and Arts education at the schools</p>	Survey staff though a Needs/Interest survey to find out how they intend to incorporate Arts into the year, and what tools they have/need to accomplish that.		<p>Budget: Unknown Budget implications</p> <p>Point Persons: Director of Instructional Support Programs, Assistant Superintendent of Curriculum and Instruction</p>	<p>Survey responses</p> <p>Beginnings of PLCs</p>

Actions deferred to next year and beyond

Strategic Direction	Goal	Action	Task(s)
Strategic Direction #1: Ensure that Arts Education is in Support of and is Supported by our District's Vision	Leverage External and Internal Resources	Allocate SPSA/LCAP funds to provide arts at all schools with a focus on elementary	<p>Principals will work with school staff at each site to develop VAPA goals</p> <p>Principals work with Shared Decision-Making Councils on VAPA goals</p> <p>Schools will develop a site-based arts education plan.</p>
Strategic Direction #1: Ensure that Arts Education is in Support of and is Supported by our District's Vision	Provide Arts for All During the School Day	Incorporate dance into Physical Education	PE teachers and other experienced staff can work with General Education Teachers
Strategic Direction #2: Develop Personnel to Integrate and Support the Arts	Support Teachers in Arts Integration	Hire TOSA/Coordinator and begin implementation duties	<p>Create full-time job description</p> <p>Fly the position</p> <p>Draft implementation plan on alignment of resources</p> <p>Research Art programs, budget, other districts, personnel, artists in residence</p> <p>Assist with feasibility study to hire elementary teachers</p>
Strategic Direction #2: Develop Personnel to Integrate and Support the Arts	Support Teachers in Arts Integration	Train STEAM teachers to increase use of the Arts in STEAM.	<p>STEM TOSAs meet with Arts TOSAs to collaborate on integrating the arts</p> <p>Implement lessons that emphasize Arts</p>

<p>Strategic Direction #3: Communicate and Celebrating the Value of the Arts and Arts Education</p>	<p>Publicize the Arts</p>	<p>Engage in Community Outreach</p>	<p>Back to School Night – publicizing Arts Strategic Plan (Dr. Garcia and School Board Members)</p> <p>Kinder Orientation – Publicizing Arts Strategic Plan</p> <p>Monthly School Board Art Principal Art Presentation →</p> <p>Monthly presentations of arts highlights from schools →</p> <p>Showcase student artwork at Open House</p> <p>Showcase student artwork at a VAPA Art Night</p>
<p>Strategic Direction #3: Communicate and Celebrating the Value of the Arts and Arts Education</p>	<p>Believe in the Power of the Arts</p>	<p>Create a culture that celebrates and values of the Arts and Arts education at the schools</p>	<p>Staff Meeting – Share Arts Strategic Plan (Dr. Garcia)</p> <p>Roll out articles or information supporting the importance of the Arts in education (District email, Twitter, Facebook)</p> <p>Identifying key staff interested in a range of Professional Development (formal and informal) opportunities and building a community of staff members that support Downey’s vision.</p> <p>Identify different kinds of Professional Development that would meet the needs of staff.</p>

Strengths (Internal)	Weaknesses (Internal)
<p>STEAM Team – lessons reach all elementary students</p> <p>Mary Dagani and Jessica Saldana</p> <p>Downey Education Foundation for educational opportunities for DUSD students</p> <p>STEAM Team has time to coach teachers on a regular basis (PTLW, Arts Integration)</p> <p>Connection with TEAL (Technology Enhanced Arts Learning)</p> <p>Arts taught to Special Day Classes (SDC) 2 times a month</p>	<p>Some STEAM members not fully comfortable delivering arts lessons</p> <p>Competing priorities for the Board and evidence they are not fully aware of the impact of the arts</p> <p>Funding landscape is unsure/unstable</p> <p>Declining enrollment in ELL (English Language Learners)</p> <p>Silos exist in District departments</p> <p>Competing priorities in professional development priorities and resources</p>
Opportunities (External)	Threats (External)
<p>Arts Ed Collective’s Advancement Grant</p> <p>Additional grants</p> <p>LACOE filming DUSD arts integration for a project</p> <p>LCAP – Special populations are emphasized and well-served by the arts (SDC)</p> <p>Equity and Access are emphasized in arts education at this time</p>	<p>Funding challenges (funding teachers’ pensions under the new requirements)</p> <p>Parents not fully on board with STEAM</p>

SWOT Analysis conducted 1-31-18 with sub-committee of the Community Arts Team, facilitated by Arts Ed Collective Coach: Sandy Seufert

Strategic Direction #1: Ensure Arts Education in Support of and Supported by our District's Vision				
Phase	Goals/Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2	<p>Goal: Establish and Sustain Accountability</p> <p>Action: Evaluate Programs/Establish VAPA accountability</p>	<ul style="list-style-type: none"> • Create a survey (Pre/Post) • Determine the measures of accountability • Consider creation or adoption of a rubric to assess VAPA accountability 	<p>Budget: N/A</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Survey</p> <p>Needs Assessment</p> <p>Completion rate of 70%</p>
Phase Mid 2-3	<p>Goal: Provide arts for all during the School Day</p> <p>Action: Create a Digital Teacher Resource Center/On-Line Resources (DUSD Toolbox)</p>	<ul style="list-style-type: none"> • Research what would be posted • Partner with technology department to place on DUSD website • Advertise the resource to the teachers 	<p>Budget: N/A</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Number of "hits" the resource page was accessed by teachers or staff members (i.e. 1,000 times)</p>
Phase 2 & 3	<p>Goal: Leverage External and Internal Resources</p> <p>Action: Research other VAPA grants</p>	<ul style="list-style-type: none"> • Work with Arts for All district liaison • Write and receive grants for arts education 	<p>Budget: N/A</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Acceptance of grant proposals</p>

Strategic Direction 2: Develop Personnel to Integrate and Support the Arts				
Phase	Goals/Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2	<p>Goal: Support Teachers in Arts Integration</p> <p>Action: Investigate the cost and feasibility of hiring elementary arts teachers.</p>	<ul style="list-style-type: none"> Conduct Feasibility Study Present results of study to the Board 	<p>Budget: No budget Implication</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Analysis of need vs. cost of elementary art teachers.</p>
Phase 2	<p>Goals: Support Teachers in Arts Integration; Maximize STEAM Talent and Resources</p> <p>Action: Engage continued Support from Arts TOSA/Coordinator</p>	<ul style="list-style-type: none"> Continue to work with Year 1 teacher teams to develop and implement additional lessons Start work with a new set of teachers and/or grade levels at each site to integrate 2 lessons Continue to work with STEAM teachers to support their implementation/integration of arts Provide Arts PD for admin and teachers Model lessons in classrooms 	<p>Budget: Pending Title 4 of State funds or LCAP Funds</p> <p>Point Persons: Director of Instructional Support Programs, VAPA TOSA (if in place)</p>	<p>Number of arts integrated lessons created</p> <p>Survey responses</p> <p>Workshop attendance records</p>
Phase 2 & 3	<p>Goal: Support Teachers in Arts Integration</p> <p>Action: Support two teachers at each site to implement lessons- adding two grade levels in year two. Pilot (2017-2018), Full implementation (2018-2019) and then add new pilot grade each year</p>	<ul style="list-style-type: none"> Implement pilot lessons with their new class Attend Professional Development Work with other selected teachers as a PLC (Professional Learning Community) to develop lessons 	<p>Budget: SPSA funds for materials</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Number of arts integrated lessons created</p> <p>Survey responses</p> <p>Workshop attendance records</p>

Phase 3	<p>Goal: Support Teachers in Arts Integration</p> <p>Action: Assuming feasibility study resulted in the approval of hiring Elementary Arts Teachers, hire those teachers</p>	<ul style="list-style-type: none"> • Develop job description • Hire teachers • Work with TOSA and TEAL trained teachers to understand the role of Art teacher and develop lessons • Teach lessons 	<p>Budget: \$130,000 per teacher; LCAP</p> <p>Point Persons: Director of Instructional Support Programs</p>	<p>New Credentialed Arts Specialist(s) hired for Elementary</p>
Phase 2 & 3	<p>Goals: Support Teachers in Arts Integration; Maximize STEAM Talent and Resources</p> <p>Action: STEAM teachers to continue their implementation of lessons that enhance arts</p>	<ul style="list-style-type: none"> • Continue collaboration meetings • Share with classroom teachers what they are doing to emphasize the arts so that classroom teachers can enhance and support • STEAM Teachers can help classroom teachers incorporate Next Generation Science Standards • On STEAM Nights, create more focus on the Arts • Invite classroom teachers to visit STEAM classrooms in PLC time 	<p>Budget: N/A</p> <p>Point Person: Director of Elementary Curriculum, Instruction and Assessment</p>	<p>Number of arts integrated lessons created</p> <p>Number of classroom teachers participating</p> <p>Survey results</p> <p>Attendance records</p>

Strategic Direction #3: Communicate and Celebrate the Value of the Arts and Arts Education

Phase	Goals/Actions:	Tasks:	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Phase 2	<p>Goal: Celebrate the Arts and Artists</p> <p>Actions: Showcase student artwork at STEAM Night with an Art Walk on Campuses</p> <p>Showcase student artwork on Early Release (Report Cards) while parents are on campus</p> <p>Showcase student artwork at Open House</p> <p>Showcase student artwork at a VAPA Art Night</p>	<ul style="list-style-type: none"> • Identify and contact point person at each campus to coordinate • Talk with Principal and Staff • Partner with PTA • Create a protocol for the event • Advertise on social media • Invite stakeholders (email, calling system, newsletters, marquee) 	<p>Budget: PTA Funds</p> <p>Point Persons: Principals</p>	<p>Likes on social media</p> <p>Community turnout (attendance)</p>
Phase 2	<p>Goal: Celebrate the Arts and Artists</p> <p>Action: Showcase Local Artists and Staff</p>	<ul style="list-style-type: none"> • Articulate goals for building relationships with local artists • Research local artists, arts orgs, galleries and performance spaces • Begin to work with local artists and arts orgs to identify opportunities to connect with schools and district, which might be: <ul style="list-style-type: none"> ○ field trips ○ school/classroom visits by professional artists ○ showcasing student art work/performances in conjunction with local artists 	<p>Budget: N/A</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Increased interaction of schools with community of local artists</p> <p>Identification of potential partnerships between district/school and artists/arts orgs</p> <p>Number of sites that have partnership activities</p>

<p>Phase 3</p>	<p>Goal: Celebrate the Arts and Artists</p> <p>Action: Showcase Local Artists and Staff</p>	<ul style="list-style-type: none"> • Work with local artists and arts orgs to identify opportunities to connect with schools and district, for example (but not limited to) <ul style="list-style-type: none"> ○ field trips ○ school/classroom visits by professional artists ○ showcasing student art work/performances in conjunction with local artists ○ showcasing student artwork/performance at local arts venues ○ college and career awareness 	<p>Budget: N/A</p> <p>Point Person: Director of Instructional Support Programs</p>	<p>Establishment of partnerships with local artists/arts orgs, at multiple schools, in ES, MS and HS.</p>
<p>Phase 2 & 3</p>	<p>Goal: Celebrate the Arts and Artists</p> <p>Action: Celebrate student art works and document and share growth of student outcomes</p>	<ul style="list-style-type: none"> • Create opportunities for student VAPA exhibitions and performances on campus • Create opportunities for student VAPA exhibitions and performances off-campus • Highlight students and staff that have made special achievements in the arts (awards, outside performances, competitions, etc.) • Consider creation of student portfolios to archive and measure student outcomes 	<p>Budget: N/A</p> <p>Point Persons: VAPA Teachers, STEAM Teachers, Director of Instructional Support Programs</p>	<p>Photos and videos of student art works and performances</p> <p>Student portfolios</p>
<p>Phase 2 & 3</p>	<p>Goal: Publicize the Arts</p> <p>Actions: Kinder Orientation – Publicizing Strategic VAPA Plan (Principals and STEAM Team)</p> <p>Back to School Night – publicizing Strategic VAPA Plan (Dr. Garcia and School Board Members)</p>	<ul style="list-style-type: none"> • Create a formal “one-sheet” • Distribute and review at principals’ meeting 	<p>Budget: N/A</p> <p>Point Person: Dr. Garcia, Principals</p>	<p>Survey responses</p> <p>Attendance records</p>

<p>Phase 2 & 3</p>	<p>Goals: Publicize the Arts; Believe in the Power of the Arts; Celebrate the Arts and Artists</p> <p>Action: Monthly School Board Art Presentations by Principals (Monthly presentations of arts highlights from schools) →</p>	<ul style="list-style-type: none"> • Schedule individual school presentations • Engage principals to prepare presentations of student visual and performing art works • Collect evidence: actual art, video, photos, etc... 	<p>Budget: N/A</p> <p>Point Persons: Principals, school-site representative, Director of Instructional Support Programs</p>	<p>Survey results</p> <p>Attendance records</p>
<p>Phase 2 & 3</p>	<p>Goals: Publicize the Arts</p> <p>Action: Weekly Art Highlight (Facebook, Web, Twitter) →</p>	<ul style="list-style-type: none"> • Set up accounts or links to existing accounts • Designate the person(s) responsible for posting • Develop posting guidelines or protocols • Coordinate with Ashley Greaney, Public Relations Coordinator 	<p>Budget: N/A</p> <p>Point Persons: Public Relations Coordinator; Designated site-based liaisons</p>	<p>Number of posts</p> <p>Number of likes on social media</p>

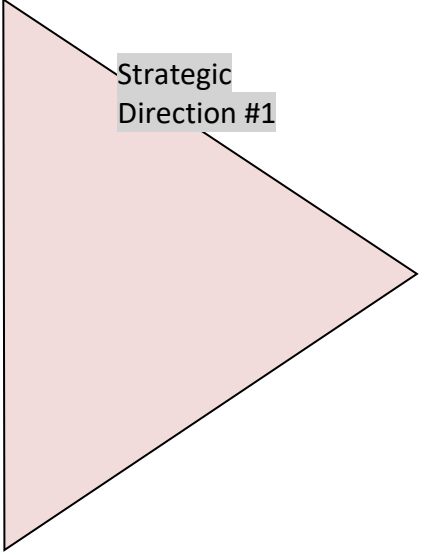
Appendix

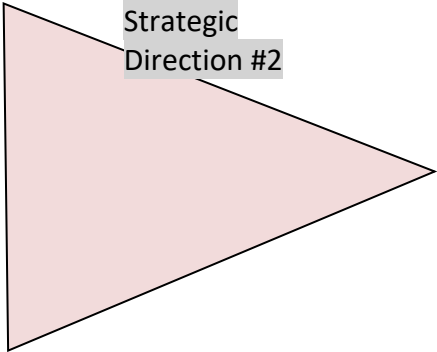
A. Arts for All Committee Members

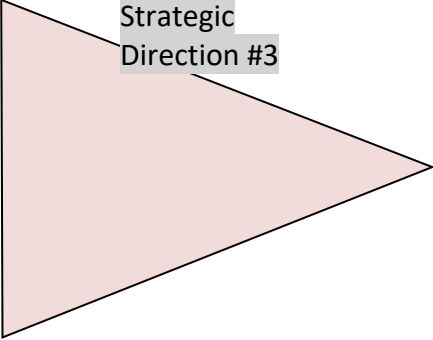
Name	Title/Role	Email
Denise Andrews	Vice-Principal on Special Assignment, Instructional Support Programs (Arts for All Co-Lead)	deandrews@dusd.net
Ally Box	Elementary Principal	abox@dusd.net
Mary Dagani	STEAM Teacher	mdagani@dusd.net
Lynn Eborá	Elementary Principal	leborá@dusd.net
Veronica Lizardi	Director, Instructional Support Programs (Arts for All Lead)	vlizardi@dusd.net
Jessica Saldana	STEAM Teacher	jsaldana@dusd.net
Linda Saldana	Parent Advisory Committee Representative and Community Member (Arts for All Co- Lead)	linda.s.saldana@gmail.com
Wayne Shannon	Assistant Superintendent	wshannon@dusd.net
Charlene Shimada	Elementary Principal	cshimada@dusd.net
Denise Taylor	Vice-Principal on Special Assignment and CTE	dtaylor@dusd.net
Mary Weyers	Elementary Principal	mweyer2@dusd.net

Assessment of Continual Growth	Creative Capacity	Authentic Arts Integration	Explicit Arts Instruction	Opportunities for Creative Expression	The Valuing and Showcasing of Our Artists	Confidence Through the Arts	Aligned Implementation of the Arts Pre K-12	Sustainable Funds and Resources for the Arts	Community Partnerships
Student assessment	Teachers trained in arts integration	Embedded in the Curriculum	Artist in residence model	Community creates a strong sense of belonging	Celebrate students' artwork by posting it	Students who see themselves as creative, valued, confident	Sequence VAPA through ES -> MS-> HS	More \$\$ at District Office and site for VAPA	Parent involvement in the arts
Using the Arts as Formative Assessment in other areas	Parent capacity	Music within math and music in elementary (choir)	"Dedicated" Arts room at each school with a teacher	Recess "Maker Space" – visual, music	Display Art – Art Rich Environment	Being confident and trustworthy	Consistency to all schools	District Coordinator for VAPA	Parent Outreach Engagement – Lead sessions, Art Fair
Program Assessment	Admin and support staff	Common Core State Standards Comprehension Demonstrated Through the Arts	Explicit arts instruction	Students and teachers as mutual knowledge bearers	Student performances – Music, Dance, Theatre	Confident speakers (students)	Elementary students exposed to all VAPA	Community Resources	Tap into Community Resources – Stay Gallery, Downey Theatre
	Stakeholders	Movement Integration into Curriculum	All students have exposure to Elements of Art (visual, music, dance)	Time and place to experiment in the arts	Music playing	Happy faces for both students and staff	Arts integration ideas shared btwn teachers and schools	Ed Foundation	Community Art grade adoption
		Arts integrated into the curriculum	Original art (not cookie cutter)	Teachers and Students both learners	Chalk drawings & ongoing murals	Honor the try!			
		Exposure to works of art (Discussion opportunities like Visual Thinking Strategies)	Art Resident Teacher Team UP	High School/MS coming to Elementary					
		Graduating with skills in the Arts, compassion, and love of life							
		Dance in PE and PE as a prep for dance							

C. The Downey Unified School District Strategic Directions Workshop (March 3, 2017)

Establishing & Sustaining Accountability	Establishing a Board Arts Policy	Providing Arts for All During the School Day	Leveraging External and Internal Resources	"Ensuring arts education in support of and supported by our District Vision"
<p>Evaluating Programs</p> <p>Establishing Visual and Performing Arts (VAPA) accountability</p>	<p>Adopting the VAPA vision alongside the district's vision</p> <p>Sharing the VAPA vision with all the district's administration</p> <p>Allocating SPSA funds to provide arts at all schools</p> <p>District administration to model VAPA integration</p> <p>Flexing at all levels</p>	<p>Creating a teacher resource center with videos and lesson plans</p> <p>Incorporating Dance into Physical Education (P.E.)</p> <p>Investigating curriculum</p> <p>Establishing an arts area at recess (music, chalk, sculpture)</p> <p>Implementing the "Exploratory Wheel" at elementary schools</p> <p>Selecting weekly/monthly art wheels</p>	<p>Researching other VAPA grants</p> <p>Researching and visiting other district's VAPA programs</p> <p>Researching other successful programs</p> <p>Getting more support from community resources</p>	<p>Strategic Direction #1</p> 

<p>Maximizing Science, Technology, Engineering, the Arts, and Mathematics (STEAM) Talent and Resources</p> <p>Teachers integrating art lessons after taught designated by STEAM</p> <p>Increasing the “A” in STEAM at parent events and Summer</p> <p>Utilizing and maximizing the STEAM rotation</p>	<p>Supporting Teachers in Arts Integration</p> <p>Designating an Arts Coordinator/ Teacher on Special Assignment (TOSA) to provide arts integration professional development</p> <p>Providing other arts professional development</p> <p>Investigating the cost and feasibility of hiring elementary arts teachers</p> <p>Selecting pilot elementary schools</p> <p>Modeling ways to integrate arts into the curriculum</p> <p>Utilizing the Technology Enhanced Arts Learning (TEAL) trained teachers</p> <p>Training all teachers through TEAL</p> <p>Creating a team of experts</p>			<p>“Developing personnel to integrate and support the arts”</p> <p>Strategic Direction #2</p> 
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<p>Believing in the Power of the Arts</p> <p>Establishing an arts culture within the school day</p> <p>Valuing the time spent on arts activities</p> <p>Creating site committees that can tackle - “ how can we bring the arts to our school?”</p>	<p>Celebrating the Arts and Artists</p> <p>Showcasing local artists</p> <p>Celebrating student arts work</p> <p>Displaying arts work in common areas</p>	<p>Publicizing the Arts</p> <p>Documenting and sharing growth</p> <p>Creating community outreach</p> <p>Utilizing Social Media</p> <p>Publicizing the strategic directions plan process as an entry for valuing the arts</p>		<p>“Communicating and celebrating the value of the arts and arts education”</p> <p>Strategic Direction #3</p> 
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D. Reflections on Qualities of Quality: The Elements of Quality Arts Learning as Seen Through Four Lenses

On December 6, 2016, The Arts for All Committee explored the question: *What are the components of a high quality arts program?* In that exploration, the group viewed a video of an arts integrated lesson by a dance teaching artist and then read excerpts from “The Qualities of Quality: Understanding Excellence in Arts Education” by Steve Seidel, Shari Tishman, Ellen Winner, Lois Hetland, and Patricia Palmer.

Student Learning	Pedagogy	Community Dynamics	Environment
<ol style="list-style-type: none"> 1. Engagement – necessary and strong indicator of High Quality Program/Experience 2. Purposeful Experiences – <u>Making</u> – drawing on experiences, PBL 3. Emotional Openness and Honesty – <u>Looking</u> – safe space 4. Experimentation, Exploratory, and Inquiry – Authentic problems and assignments 5. Ownership – Student-centered/student-driven. Move from: “doing the work” to “owning the work” 	<p>Planning – moments of interaction – assessment</p> <ol style="list-style-type: none"> 1. Authenticity 2. Modeling 3. Participation 4. Responses of interviews led to these 5 <p>Authenticity – are an artist</p> <p>Modeling – building the passion, giving “some skills”</p> <p>Participation – in the learning – learning alongside</p> <p>Relevant – Tie to lives – expand beyond what they know to explore what they don’t</p> <p>Intentionality, Flexibility, Transparency – be prepared, but also spontaneous, what’s expected</p>	<p>The ways in which people treat each other, learn with and feel about being together (becomes a family)</p> <ul style="list-style-type: none"> • <u>Respect and Trust</u> among participant – born in the heat of shared commitment. Authentic – students and adults • <u>Open Communication</u> – ongoing and respectful dialogue; raising questions, offering ideas, considering others’ ideas, etc. Responsibility – accept words and actions • <u>Collaboration</u> – Art can be done individually or as part of a group bit in arts learning experiences, the work always involves others. Being part of something bigger offers a sense of purpose. Making connections between self and others is a life skill that all need to develop. Open collaboration inside/outside the classroom (All District Staff) 	<ol style="list-style-type: none"> 1. Environment include physical space and materials 2. Functional spaces can be varied... 3. Spaces should be safe and inspiring 4. Arts and students are valued in their place

E. School Board Policy for Visual and Performing Arts

Downey Unified School District

INSTRUCTION

LENGTH OF SCHOOL DAY – Guideline for
Distribution of Instructional Time –
Elementary

AR 3112.1

Subject	Total time per week for each subject in hours and minutes					
	Kindergarten		Grades 1-3		Grades 4-5	
	hours	minutes	hrs.	min.	hrs.	min.
Language Arts (reading, writing, speaking, listening)			10	-0-	10	-0-
Math			3	20	4	10
Physical Education	Not less than 200 minutes each 10 school days					
Other Subjects (social science, science, health, music, art)			8	25	10	25
Total All Subjects	16	40	23	45	26	15

Approved: 6/20/77, 9/16/86

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Downey Unified School District

INSTRUCTION

CURRICULUM - PROGRAM OF INSTRUCTION

AR 3122

To implement the policy of the Board of Education to provide a superior program of instruction

1. The Board of Education, upon recommendation of the Superintendent, shall adopt the course of study for all grade levels:
 - a. Elementary grades, kindergarten through five.
 - b. Middle school grades, six through eight
 - c. High school grades, nine through twelve.
 - d. Adult School.
 - e. Special education.
2. Curriculum guides, instructional frameworks, and course outlines developed by the District shall be used by teachers in the subject areas to which they apply as a means of implementing the adopted course of study. These materials serve as basic outlines for course content and shall be available for Board of Education review. All curriculum guides and course outlines shall include measurable student learning objectives which describe what students will be able to do after completing a prescribed unit of instruction. Programs deemed to be controversial shall be submitted for Board of Education acceptance.
3. A formal curriculum review shall be made of all subject areas within a seven-year cycle, and a report of this review shall be made annually to the Board of Education. The following subjects shall be correlated with the State textbook adoption cycle:
 - a. Business and computers.
 - b. English/language arts (including reading/literature and bilingual).
 - c. Visual and performing arts and practical arts.
 - d. Social sciences.
 - e. Foreign language.
 - f. Science and Driver Education.
 - g. Mathematics.
 - h. Health, and physical education.
4. A minimum amount of time during each school day shall be spent in formal reading instruction for every student in every class in the elementary school. This amount of time shall be determined by AR 3112.1, but in no case shall it be less than 60 minutes per pupil per day.

Approved: 9/10/64, 6/21/88, 9/12/95

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Downey Unified School District

INSTRUCTION

PHILOSOPHY OF EDUCATION

BP 3121

The Board of Education of the Downey Unified School District believes that

1. Education is a lifelong process of learning and living and that our schools are dedicated to the challenge of providing the opportunity for individuals both youth and adult to gain the knowledge, skills, and attitudes necessary to work and live successfully and to assume the responsibilities inherent in a democratic society.
2. Students must be prepared to encounter the daily challenges of the present diverse, multicultural environment and to resolve the constantly changing problems of their future. Not only is education charged with preparing the student to meet life as he/she finds it, but it must inspire him/her positively and morally to affect and improve the world itself.

The Board of Education believes this can best be accomplished by establishing educational programs within which emphasis will be placed upon the following:

1. Provide opportunities for all students to become competent with basic subject matter areas by
 - a. Gaining the necessary information and tools by which they can learn and develop the skills of communication--listening, speaking, reading, writing, and spelling.
 - b. Learning to handle abstract and concrete concepts in mathematics and science, with a realization of how this knowledge may be applied to daily living, and how to apply these tools to drawing conclusions.
 - c. Involvement in the experiences needed to develop skill in the fine and practical arts with emphasis on potential creativeness, inventiveness, and originality.
 - d. Having meaningful experiences that will develop a basic understanding of our nation's and the world's economic structure.
 - e. Developing skills in the use of tools and machines and an understanding of the role of machines and technology in mankind's present and future.

Downey Unified School District

INSTRUCTION

PHILOSOPHY OF EDUCATION - continued

BP 3121

2. Individuals should be taught by precept and example to respect authority and to understand that they, too, may someday be in positions of authority, and that respect must be earned and given by
 - a. Teaching individuals to be tolerant of their fellowman and to respect the rights, dignity, and worth of the individual and his/her property.
 - b. Developing within each person the insights to interpersonal relationships, which are needed to live harmoniously with others with respect for their rights.
 - c. Encouraging in each student a high standard of honesty and morality.
 - d. Developing in each student an intellectual curiosity and the ability to experience the joy of discovery.
3. Enable all students to develop themselves to the ultimate of their potential in a district, which will be a model for a just and equitable society.
4. Develop an understanding and appreciation of the culture, responsibilities, and heritage of our democratic society, which will be reflected by
 - a. A deep sense of pride in our American heritage.
 - b. A devotion to the country in which we live.
 - c. A sound belief in the advantages and opportunities of a democracy.
 - d. A belief in the destiny of our country as an example of a world leader in a free society.

In this dynamic world these goals of the Downey Unified School District will be reevaluated continually for their worth. Only to the extent that each person achieves these present goals and develops the ability to adjust to the goals and circumstances of tomorrow's world will the home and the agencies of society, including the schools, have achieved their purpose.

Downey Unified School District

INSTRUCTION

PHILOSOPHY OF EDUCATION - continued

BP 3121

Further, the Board conceives of the District as being a cooperative enterprise in which home, church, school, and other community forces all share in the educational development of individuals. In these, our community schools, the Board of Education urges all parents and citizens to become its partners.

The Board of Education accepts the responsibility delegated by the community at large to commit the human and material resources necessary to implement an educational program designed to achieve the curricular, instructional, and managerial expectancies as stated within a framework defined by the adopted Philosophy of Education.

The Philosophy of the Board of Education may be summarized in this Mission Statement.

The mission of the Downey Unified School District is to provide the highest quality education in a safe, trusting environment; to utilize the resources of the home, school, and community; and to maximize the achievement of all students. The District provides a comprehensive curriculum, based on rigorous academic standards, that is responsive to the strengths and needs of our students. We are committed to developing compassionate, responsible citizens of good character who will be confident, creative, and productive members of an ever-changing global society.

Adopted: 11/28/60

Approved: 11/18/97, 7/23/02, 5/18/04, 2/21/12

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