

Strategic Arts Plan

Garvey School District

Providing premier education in a 21st century learning environment to develop tomorrow's responsible leaders.

The development of a Strategic Arts Education Plan is a partnership between
Los Angeles County - Arts Education Collective and Garvey Unified School District

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Garvey Unified School District Vision, Mission and Arts Policy

Garvey Vision Statement

Providing a premier education in a 21st century learning environment to develop tomorrow's responsible leaders.

Garvey Mission Statement

The students of the Garvey School District will learn academic skills, moral and ethical values and a respect for diversity that will enable them to be life-long learners and productive members of a global society.

Garvey Arts Education Statement

The Garvey School District recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities and critical and creative thinking skills that extend to all areas of life. The District believes that a comprehensive arts education program must be an integral part of the basic education offered to all students in all grades.

LA County Arts Commission + Arts Education Collective

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, with Strategic direction 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>

Arts Education Collective – 5-Year Strategic Arts Plan

In Winter/Spring 2018 Garvey USD developed a 5-year strategic arts plan to assess and grow their current TK-8 Arts instruction, aligned with the District's mission and strategic plan. In partnership with two coaches from the Los Angeles County Arts Ed Collective, the District organized an Arts Team with representation from a variety of stakeholders, teachers, administrators, and community members. The Arts Team met 7 sessions from January – May 2018.

The Garvey Arts Team followed a guiding question towards the development of an Arts Vision:

In 5 years if all things were possible, what do we want to see in place as a result of our Strategic Arts actions?

The Garvey Arts Vision developed by the Garvey Strategic Arts Team include the following key elements:

- Ongoing Effective + Collaborative VAPA PD
- Dedicated Learning + Program Facilities
- Optimal State of the Art Resources
- Engaged + Supportive Community
- Equitable and Focused Student Engagement
- Fulltime dedicated VAPA Coordination
- Sustainable Funding Sources
- Professional Enrichment Opportunities
- District + Community Wide Arts Showcasing
- Rigorous + Relevant Arts Curriculum
- Specific + Strategic VAPA Scheduling

The Garvey Arts Team identified STRENGTHS the District can build on and CHALLENGES it may face as it moves towards its Vision

Strengths	Challenges
<p>Allies at all District levels District commitment to Strategic Arts Plan VAPA support from District Superintendent Temple site has a 10 year legacy of by-in towards VAPA Increased adequate VAPA staffing ED Foundation support Local Kiwanis support State of the Art District Auditorium Middle Schools added 7th period for student VAPA access Music and Visual Art at TK8 Passionate and dedicated VAPA teachers Quality curriculum + staff Good reputation for preparing student for HS Theater + Music Passionate students Home school coordinators assist language interpretation with parents MS provides opportunities for students to expand VAPA learning Desire to collaborate amongst VAPA staff</p>	<p>Declining enrollment and funding District impediments to valuing VAPA Inadequate facilities for program expansion Competing initiatives in District Schedule driven by PLC VAPA staff undervalued Garvey Community undervalues VAPA No Drama TK6 No Dance TK8 Performance spaces too small for audience size VAPA program inequities across schools Students forced into VAPA to fit schedules Limited VAPA enrichment opportunities Reactive scheduling of classes No curricular planning/alignment with VAPA across TK8 No articulation/collaboration with local High Schools Disrespected itinerant teachers – limited communication Class time is limited at each school Elementary Schools have large class sizes Students being pulled from VAPA classes for PLC at ES, MS</p>

Strategic Directions: “What creative and innovative actions can we take to address our challenges and move towards our vision?”

Using the equation - *Quality Education = Content + Infrastructure + Sustainability*
 Garvey Arts Team identified the following Strategic Directions and key Goals:

Strategic Direction 1	Expand and Sustain VAPA Programs - <i>Content</i>
Goal 1	Showcase Student Work
Goal 2	Expand VAPA Resources and Marketing strategies
Goal 3	Develop Collaboration among VAPA Teachers - PD
Goal 4	Build Cohesive VAPA Curriculum
Strategic Direction 2	Prioritize VAPA as an Equitable Core Subject - <i>Infrastructure</i>
Goal 1	Coordinate consistent VAPA class scheduling at each school
Goal 2	Strengthen Articulation Across all District Schools
Goal 3	Expand Staffing in all VAPA areas
Strategic Direction 3	Sustain Support for All VAPA programs - <i>Sustainability</i>
Goal 1	Promote Valuing of VAPA Within District
Goal 2	Ensure Adequate VAPA Funding within District
Goal 3	Develop Partnerships from outside District

PHASE I/YEAR 1 – 2018-2019 Implementation of actions and tasks						
Strategic Direction: 1. Expand and Sustain Arts Programs - <i>Content</i>						
1st Year Actions	June-August Tasks	August-December Tasks	December-March Tasks	March-June Tasks	Point Persons Budget	Measureable Outcomes
1. Build Consistent VAPA Curriculum in Each Discipline and at All Schools 2. Create Year-End VAPA Showcase for District display 3. Create More VAPA Classroom Spaces at Each School 4. Advertise Garvey Concert thru Local Community to Grow VAPA Appreciation	VAPA Teachers plan and prep Scope SEQ	Implement curriculum phase 1 for ES 3-6 grades at all schools		Spring 2018: ES Art + Music teachers research + select curriculum, propose to District	VAPA teachers 3-8, VAPA Team Budget	VAPA teachers develop ES 3-6 curriculum District approval of phase 1
		District creates committee to develop logistics – locations, materials, personnel, budget, PR	Develop evaluation format for feedback from students, teachers, admin	District approval of curriculum phase 1 Assess quality+ effect of curriculum	VAPA Team +Teachers, District AdMin. Budget	Year end VAPA Showcase
		Assess potential space in each school for use plan	Inform all teachers of logistics etc. to choose art works for showcase	Present VAPA Showcase in April	District Superintendent + committee, principals, VAPA Team Budget	New VAPA spaces
		Form committee to research and contact performing artists, use of Garvey Auditorium	Meet admin at each school to plan space reuse	Prioritize use of spaces for VAPA needs at each school	VAPA Team Budget	Completed concert research and development

5. Dedicate Consistent Planning Time for TK-8 VAPA Teachers to Collaborate		Allocate time at August PD for VAPA teachers to collaborate			VAPA teachers	PD time for VAPA teacher collaboration
Strategic Direction: 3 Garner and Sustain Support for All VAPA Programs - <i>Sustainability</i>						
1st Year Actions	June-August	August-December	December-March	March-June	Point Persons	Measurable
	Tasks	Tasks	Tasks	Tasks	Budget	Outcomes
1. Allocate LCFF Funding to VAPA Need	Meet with District Cabinet on LCAP to clarify distribution	At PD VAPA Team assesses + clarify ES LCAP allocation to VAPA programs	Propose allocation of VAPA LCAP funding to LCAP committee	Confirmation of District LCAP funding allocation	VAPA Team, District Ad Min Budget	LCFF funding for VAPA established
2. Strengthen + Expand Current Relations with Current Community Partners	Assign partner liaison or sub committee to partner relations	Assess success and challenges of current partnerships	Assess current VAPA resources + budget needs	Meet each current partner - discuss implementation priorities to meet VAPA needs	VAPA Team, Current Partners Budget	Community partners relations developed
3. Seek new Community Partners + Sponsor		Research to identify new community VAPA partners + sponsors	Assess ongoing VAPA resources + budget needs at each school	Assess capacity of new VAPA partners + sponsors to meet VAPA needs	VAPA Team, New partners	Community partner and sponsor needs assessed

Strategic Direction 2. Prioritize VAPA as an Equitable Core Subject – <i>Infrastructure</i>						
ACTION	June-August Tasks	August-December Tasks	December-March Tasks	March-June Tasks	Point Person Budget	Measurable Outcomes
1. Develop Articulation between Elementary + Middle School	Secure meeting time for VAPA articulation between ES and MS	Meet to share curriculum Scope and Sequence for all VAPA teachers	Plan a continuum of VAPA instruction for grades 3-8 at all schools		VAPA Team + VAPA teachers Budget	Articulation plan developed grades 3-8
2. Create VAPA Schedule Based on VAPA Classes at each School	Meet District Superintendent to determine VAPA ES schedule parameter	Implement schedule	At Feb PD assess effect of VAPA ES schedule		Superintendent, VAPA Team Budget	VAPA ES class schedule created
3. Establish Consistent Collaboration Structure for ES VAPA Teachers	Establish regular schedule for monthly ES VAPA teachers meetings + VAPA ES/MS teacher meetings	Implement, assess and revise			VAPA Team, ES VAPA teachers Budget	Monthly ES + MS VAPA teacher meetings
4. Establish Consistent Skill Level Criteria for MS VAPA Student Assessment + Placement	Elective MS VAPA teachers meet principals to formulate new structure for student VAPA placement				VAPA team, MS VAPA teachers, MS Principals Budget	New Criteria for VAPA student placement

PHASE 2 + 3/YEARS 2019-2023					
Strategic Goals	Direction 1: Expand and Sustain	VAPA Programs		Budget + Point Person/s	Measureable Outcomes
	Phase 2 - 2019-2021 Actions/Tasks	Phase 3 - 2021-2023 Action/Tasks			
1. Showcase Student Work	<p>End of Year/April: ES VAPA -Committee assess + adjust Phase 1 showcase logistics and budgets -Update VAPA teachers on assessment + new logistics -Present VAPA Showcase -Coordinate for a larger FA show</p> <p>ES VAPA teachers develop consistent student performances -Increasingly add VAPA classes to existing school wide December performance showcase -VAPA teachers develop December showcase of student work -Integrate existing VAPA presentations into December showcase</p>	<p>End of Year/April: ES VAPA -Committee assess + adjust Phase 2 showcase logistics and budgets</p> <hr/> <p>ES VAPA teachers develop consistent student performances</p> <hr/>			<p>-Student VAPA work is publically showcased in April</p> <p>Consistent VAPA showcases of student work presented every December and April</p>
2. Expand VAPA Resources + Marketing Strategies	<p>Advertise Spring Concert to parents for VAPA awareness + buy in -Survey, assess parents to gauge interest and arts' relevance to them -Plan and Schedule Spring Concert -Contact performing artists -Create procedures for outreach -Develop + distribute Concert PR -Present Spring Concert</p>	<p>Advertise Spring Concert to parents for VAPA awareness + buy in</p> <hr/>			<p>Parents attend + value Spring concert Marketing of Spring Concert is successful</p>

Strategic Direction 2 – Prioritize VAPA As an Equitable Core Subject				
Goals	Phase 2 - 2019-2021 Actions/Tasks	Phase 3 - 2021-2023 Action/Tasks	Budget + Point Person/s	Measureable Outcomes
1. Expand Staffing in all VAPA Areas 2.Strengthen Articulation at All District Schools 3.Coordinate Consistent VAPA class schedules at each school	Hire VAPA TOSA -Outline job descriptions -Assess feasibility -Get District + Board approval Implement plan to Increase VAPA staff based on budget -Assess and document need to expand VAPA staffing -Secure budgetary inclusion in LCAP budget process	Hire VAPA TOSA -TOSA works with Gen Ed and VAPA teachers to develop hiring options -TOSA assumes role of VAPA Coordinator Implement plan to Increase VAPA staff based on budget -Focus on specific staffing needs on All VAPA disciplines – Dance – ES Theater – Media Arts <hr/> Develop relationships with local HS District in all VAPA areas -Calendar regular articulation meetings -Pursue feasibility of implementing joint MS/HS performance presentations -As feasible develop joint MS/HS performance presentations		VAPA staffing increases VAPA TOSA work well with Gen Ed + VAPA Role of VAPA Coordinator exists Dance, ES Theater, Media Arts staff are hired Articulation between MS and HS is consistent
	Assess Scheduling Structure of VAPA/PLC -Evaluate options to support VAPA schedules at each school	Assess Scheduling Structure of VAPA/PLC -Modify + restructure as determined by needs assessment		Consistent VAPA class schedules at each school

Strategic Direction 3 – Sustain Support for All VAPA Programs				
Goals	Phase 2 - 2019-2021 Actions/Tasks	Phase 3 - 2021-2023 Action/Tasks	Budget + Point Person/s	Measureable Outcomes
1. Ensure Adequate VAPA Funding from District 2. Promote Valuing of VAPA within District 3. Promote Valuing of VAPA in the Local Community	Allocate LCFF funding to VAPA needs -Reassess VAPA needs for LCAPP funding -Continue to align VAPA plan goals w LCAP goals Strengthen + Expand VAPA Awareness -Educate teachers, administrators and staff on the State requirements for VAPA -Educate teachers, Administrators, staff on VAPA value for whole child learning -Develop plan for all District VAPA PD	Allocate LCFF funding to VAPA needs <hr/> Strengthen + Expand VAPA Awareness <hr/> -Implement district wide VAPA PD plan		LCFF funds are consistent to support VAPA needs Teachers, staff and admin value VAPA + whole child learning
	Strengthen + Expand VAPA Awareness -Show appreciation + celebrate sponsors -Provide documentation (photos/video/letters) of how contributions are being implemented -Meet partners to develop continued growth -Implement new goals + support	Strengthen + Expand VAPA Awareness <hr/>		Community partners and sponsors consistently support VAPA programs

<p>4. Develop Partnerships from Outside District</p>	<p>Seek new community partners + sponsors -Identify and initiate new partnership opportunities -Document this process -Assess new partnerships for continued relations -Deepen relations with new partners</p> <p>Research grant opportunities + funding partnerships -Apply for Arts Education Collective – Advancement Grant -Identify other Arts Grants and funding partnerships -Develop funding proposals for VAPA needs -Seek grant writer</p>	<p>Seek new community partners + sponsors</p> <hr/> <p>Research grant opportunities + funding partnerships -Pursue grant opportunities</p>		<p>Increased VAPA partnership and sponsorship in local community</p> <p>Consistent VAPA funding</p>
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- Appendix**
- Arts Plan - Practical Vision
 - Arts Plan - Strategic Directions - Goals + Actions
 - Arts Plan - Arts Team members

Ongoing Effective + Collaborative VAPA PD	Dedicated Learning + Program Facilities	Optimal State of the Art Resources	Engaged + Supportive Community	Equitable and Focused Student Engagement	Fulltime dedicated VAPA Coordination	Sustainable Funding Sources	Professional Enrichment Opportunities
<p>Grade level articulation between arts educators</p> <p>Regular Cross-Curricular collaboration of teachers</p> <p>More connections with MS + HS</p> <p>An arts-literate teaching force to collaborate with</p> <p>PD on research of local arts sites for field trips + use of technology</p> <p>Identified values that Arts offer</p>	<p>For every site dedicated learning + production spaces</p> <p>A designated room each for music and visual art</p> <p>Dedicated spaces for all VAPA teachers</p> <p>Adequate storage space for VAPA at sites</p>	<p>Specific inventory of supplies for each site</p> <p>Adequate equipment, furnishing + materials for each site</p> <p>Adequate music resources</p> <p>Adobe Creative Suite for K8</p> <p>Institutionalized technology integration in VAPA instruction</p> <p>Keys for the restroom for all VAPA staff</p> <p>New digital/Computer + tech arts experiences</p>	<p>Parent involvement + enthusiasm</p> <p>Increased Arts Advocacy of community members</p> <p>Developed VAPA PR (art contest?)</p> <p>Parents attend VAPA class presentations and school presentations</p>	<p>All students equally and enthusiastically engaged</p> <p>VAPA students are focused + in the ZONE</p> <p>Students recruited for x-tra curricular music program</p> <p>Elementary Schools have structured VAPA opportunities</p> <p>Equitable access to technology for all students</p> <p>Information on programs available to Title 1 schools for funding, materials, fieldtrips + assistance in achieving these goals</p> <p>Teacher access to info on students, family/need</p>	<p>Fulltime District VAPA Coordinator</p> <p>Site + District level VAPA Coordinator</p>	<p>Institutional fundraising machine – Council</p> <p>Local business and organization funds for K8</p>	<p>Annual trips to surrounding arts exhibits</p> <p>Professional specialists for every VAPA area</p> <p>Professional artists doing class presentations</p> <p>Career Day of artists from different local industries</p>

District + Community Wide Arts Showcasing	Rigorous + Relevant Arts Curriculum	Specific + Strategic VAPA Scheduling
<p>Student work displayed at local businesses</p> <p>The Arts are visible and thriving within school culture with showcase walls and spaces available</p> <p>A community wide VAPA presentation K8</p> <p>Showcase performances</p> <p>Consistent and ongoing display of student VAPA work K8</p> <p>District wide community outreach In support of arts showcasing</p>	<p>Multi cultural arts curriculum and implementation</p> <p>Arts collaboration across all arts areas</p> <p>Sequential K8 curricular trajectory</p> <p>Integrate global cultures in music offering</p> <p>Well rounded instruction in visual arts, drama, music, dance + media arts</p> <p>Arts integrated into other classes</p>	<p>Proper transition time Between classes</p> <p>Adequate AM prep time</p> <p>VAPA schedule structure for max potential as a single subject area (not depending on meetings)</p> <p>Balanced scheduled class size based on curricular need</p> <p>Class size does not exceed 1 full class load – not class+half</p> <p>Arts are treated/valued as importantly as other “core” classes</p> <p>VAPA offered as Elective MS classes</p> <p>Consistent Arts class times at each site</p>

Strategic Directions: “What creative and innovative actions can we take to address our challenges and move towards our vision?”
Quality Education – Content – Infrastructure – Sustainability

Strategic Direction 1	Expand and Sustain VAPA Programs - Content
Goal 1	Showcase Student Work
a. Action	Bring back past District Arts Festival
b. Action	Showcase student work at parent meetings
c. Action	End of year ES Art and Music showcase
d. Action	Teachers coordinate regular VAPA ES student performances
Goal 2	Expand VAPA Resources and Marketing strategies
a. Action	Open up schools to create more classroom spaces
b. Action	Utilize District website and school website to showcase VAPA program
c. Action	Advertise Concert series to local community for enrichment on Arts knowledge
e. Action	Increase enrollment by advertising school VAPA facilities (auditorium)
Goal 3	Develop Collaboration among VAPA Teachers - PD
a. Action	Weekly Tuesday meetings for itinerant teachers
b. Action	Dedicate planning time for collaboration among TK-8 VAPA teachers
c. Action	Create a summer collaboration calendar
d. Action	Collaborate among VAPA teachers on key lesson plans for a concrete ES curriculum
Goal 4	Build Cohesive VAPA Curriculum
a. Action	Promote VAPA integration thru other content areas
b. Action	Integrate STEAM lesson plans with core subject teachers
c. Action	Develop comprehensive VAPA curriculum in each discipline 3-6 grades
d. Action	Implement a monitoring and assessment plan for all VAPA grading
e. Action	Offer coaching, feedback and coaching support for VAPA teachers

Strategic Direction 2		Prioritize VAPA as an Equitable Core Subject - <i>Infrastructure</i>
Goal 1	Coordinate consistent VAPA class scheduling at each school	
a. Action	Create schedule plan based on number of classes at each school site	
b. Action	Designate consistent instructional time based on each grade level curricular needs	
c. Action	Establish a consistent set of MS criteria for student VAPA assessment and placement	
d. Action	Implement teaching assignment schedules	
e. Action	Appoint site coordinator at each school	
Goal 2	Strengthen Articulation Across all District Schools	
a. Action	Establish an articulation process and structure for district high schools	
b. Action	Establish an articulation process and structure between district ES-MS	
Goal 3	Expand Staffing in all VAPA areas	
a. Action	Assess need to expand staffing in VAPA	
b. Action	Hire Dance teachers – TK-6 Itinerant – MS full time	
Strategic Direction 3		Sustain Support for All VAPA programs - <i>Sustainability</i>
Goal 1	Promote Valuing of VAPA Within District	
a. Action	Meet with school principals to share VAPA vision and educational value	
b. Action	Increase stakeholder/parent interest in VAPA as a core subject	
c. Action	Increase stakeholder/teacher interest in VAPA as a core subject	
Goal 2	Ensure Adequate VAPA Funding within District	
a. Action	Allocate LCFF funding to the Arts/VAPA	
b. Action	Hire a District grants writer	
c. Action	Expand Arts presentations for outreach and fund raising	
Goal 3	Develop Partnerships from outside District	
a. Action	Identify potential Arts/VAPA sponsors	
b. Action	Identify potential partners to support the Arts/VAPA	
c. Action	Research sources and implement funding	
d. Action	Assign District liaison for funding, sponsor and partner development	

Garvey School District: Arts Team Members

*Co-Chair

NAME	POSITION	SITE	EMAIL
*Michael Drange	Music Teacher	Garvey Intermediate	mdrange@gesd.us
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