

Pomona Unified
School District
Arts for All Planning
VAPA Task Force
2017



POMONA UNIFIED SCHOOL DISTRICT

Respect, Relationships, Responsibility and Results

Overview

The Pomona Unified School District has been an Arts for All District since 2010-2011. The plan dated May 24, 2011 was adopted by the Board August 16, 2011.

In 2016, the Pomona Unified School District under the leadership of the Directors of Curriculum and Instruction Monica Principe and Lilia Fuentes and VAPA Teacher Specialist Vicki Tessier, reached out to Arts for All to engage in a revision process with an Arts for All Coach (now called the Arts Ed Collective). Arts Ed Collective Coach Peggy Burt was assigned to the district and she reached out to Pomona in the Fall of 2016. The district decided to go through a robust application process to determine members of the VAPA Task Force to ensure that a diversity of voices contributed to the plan. Recruiting members from the elementary and secondary teaching faculty, along with a variety of district administrators was critical to the process. In addition, community partners were invited to the table to envision the next phase for arts education for all students in the Pomona Unified School District. The application process was open until April 14, 2017. The first CAT Team meeting was scheduled for April 28, 2017.

Pomona Unified VAPA Task Force

- Margaret Aichele, Executive Director of the dA Center for the Arts, Pomona
- Cynthia Badillo, Elementary Principal (Westmont Elementary)
- Anthony Bonner, Music Instructional Aide, professional musician, Citrus College Liaison
- Sherry Cappello, Classroom Teacher, Harrison Elementary
- Marka Carson, Classroom Teacher, Montvue Elementary
- Melissa Cochran, Classroom Teacher, Philadelphia Elementary (former Performing Arts Teacher)
- Keith Crockett, Diamond Ranch High School, Visual Arts Instructor and professional artist
- Lilia Fuentes, Director of Elementary Curriculum and Instruction
- Cristine Goens, Secondary Principal (Simons Middle School)
- Elizabeth Harper, Secondary Principal (Fremont Academy)
- Mary Jane Holden, Palomares Academy of Engineering & Design, Visual and Graphic Arts Instructor
- Monica Merrill, Classroom Teacher, Westmont Dual Emersion Elementary, TEAL Coach, Union Rep
- Roberta Perlman, School Board Member
- Ashlee Peters, Classroom Teacher, La Verne Science Magnet Elementary
- Monica Principe, Director of Secondary Curriculum and Instruction
- Cesaria Pulliam, Classroom Teacher, Alcott Elementary
- Gwen Ruiz, Parent
- Philip Ruiz, Diamond Ranch High School, Music Director, former Cal Poly Music adjunct
- Cynthia Z Sanchez, Elementary Principal (Armstrong Elementary)
- Joshua Swodeck, PTA Art Rep and City of Pomona's Cultural Arts Commissioner
- Vicki Tessier, VAPA Teacher Specialist (former Performing Arts Teacher)
- Deborah Vasquez, Emerson Middle School, Music Director and professional musician

In the recent ***Otis Report on the Creative Economy 2017 Los Angeles Region***, it is stated that in Los Angeles, there are 759,000 jobs (direct, indirect and induced) in the creative industries that have produced an output of \$190.3 billion. It is within this “creative revolution” that Pomona Unified School District embarked on an ambitious, yet strategic path towards arts planning with the goal to fully embrace the arts as a key strategy for student success.

Overview of the Arts Ed Collective Planning Process:

The VAPA Task Force met as a group for three full days: April 28, May 12 and August 28, 2017. After the team meetings, a small group worked on refining the writing document. A great debt of appreciation is owed to every member who offered ideas and insights to this planning process.

The first day was rich with insights about the “current reality” in the district. It also sparked the vision for what could be possible through continued focused effort. We took a deep dive into the data that was compiled as a result of the Arts for All data profile surveys completed by principals throughout the district. (Overview page included as an appendix).

On the 2nd meeting day, we were hosted by Margaret Aichele, Executive Director of the dA Center for the Arts, Pomona. Through the efforts of Vicki Tessier, there was a wonderful exhibition of student art work throughout the dA Center. Our opening to the day included a “gallery walk” where each member of the team placed her/himself in the place of the student creator, so it was just as if the student voices were among us! It really set a creative tone for the day. We worked through the Practical Vision for the 5 year plan. We also identified opportunities to align the efforts of the VAPA Task Force with key district priorities. The third meeting allowed the group to create action plans for the goals as outlined later in this document.

Opportunities to align the arts to broader district goals

- Social-Emotional behavioral management is a key focus for the district, can be strongly supported by arts strategies.
- PBIS Data: tracking behavior could be used to demonstrate impact of arts on suspensions, etc.
- Partnership potential in community with Colleges – can strengthen college and career opportunities.
- Arts can be an intervention for students who need it most.
- Power of using the arts for students who have language challenges : use writing - highlight, integrate arts, use as a strategy to tie it all together- especially for English Language Learners.

Pomona Unified School District VAPA Task Force Overarching Vision

Content: Teaching and Learning

- **Articulated Quality Arts Curriculum** for all students with a common scope and sequence that encourages students step by step from preschool through 12th Grade.
- **A Robust Cadre of Arts Specialists, Teaching Artists and Classroom Teachers** deliver high-quality instruction. Arts are coordinated at the site and district level.
- **High Quality Professional Development** in the Arts for Discrete Instruction and to Integrate the Arts with writing, academic intervention and social emotional supports, developing 21st Century Skills.

- **All students have Access to Opportunities to create and share their visual and performing arts** throughout the community.

Infrastructure: Support

- **All Art Forms are supported with appropriate resources and facilities.**
- **Coordinated Community partnerships and College partnerships** that leverage opportunities and resources for students to experience the arts in and out of the classroom.

Sustainability: Long Term Viability

- **Making the Arts Visible through Social Media** to increase positive perception of the District.
- **Validation of the Arts through Narrative and Data, increasing support** from all stakeholders (district admin, teachers, community, parents).
- **Diverse Sustainable Revenue streams are identified.** The District includes arts funding as a priority in annual budgets / LCAP.

The Strategic Arts Plan for Pomona Unified School District is structured in the following format:

Content

Goal 1: Elementary Visual Arts Leads are identified to support arts integration at sites district wide.

Goal 2: Visual and Performing Arts at the table to plan Professional Development.

Goal 3: Build/Develop a TK-3 arts curriculum built on a strong early foundation with teachers who are prepared.

Infrastructure

Goal 4: Leverage support and maintain supplies for all Art forms.

Goal 5: Exploring alternative scheduling options to offer access and equity for the Arts for all students.

Goal 6: Deepen partnership opportunities.

Sustainability

Goal 7: Making the Arts visible: Increasing awareness that Arts are essential.

Goal 8: Communicate and create connections for expanded funding.

Next Steps: The VAPA Task Force will submit draft to Cabinet for revisions and finalize updated plan for eventual adoption by School Board. The plan will be rolled out over the next five years - Phase 1: 2018-2020, Phase 2: 2021-2023 and Future: Actions/strategies created by task force for consideration beyond 5 year plan. The District is eligible to request support for a key priority of the plan on an annual basis from the Arts Ed Collective. Other funding streams will be identified as well.

2/14/2018

**Pomona Unified School District
Arts Education Strategic Plan 2017-2022**

Focus Area: Content: Curriculum, Instruction and Professional Development.

Goal 1: Elementary Visual Arts Leads are identified to support arts integration at sites district wide: these TCAP Trained and Specialist Teachers are Mobilized to Teach Other Teachers.

Year/Phase	Actions/ Strategies	Tasks/Steps	Person/Group Responsible	Budget Implication	Measurable Outcome
Phase 1	Gather TCAP trained teachers after school to develop arts lead program at pilot schools.	*Convene all TCAP trained teachers to identify site leads *Make a plan for implementing site based and district PD with interested TCAP teachers	Directors of Curriculum and Instruction VAPA Teacher Specialist	Advancement Grant Funds (\$7,000) currently available from Arts Ed Collective.	Arts leads are identified. Plan in place to deliver arts integration PD for sites.
Phase 1	Site Arts Leads commit to teaching arts integration PD at pilot schools.	*Arts Leads collaborate with Principal and colleagues to determine best days to offer arts integrated PD. *Arts Leads offer arts integration PD and technical and/or content coaching support.	*Arts Leads and Site Principals with colleague teachers.	Advancement Grant as above.	Arts Leads provide lessons to the staff that they can take back and provide to their classes. Ongoing coaching is offered and increased visual arts in the classroom is observed at the site level.
Phase 1	Arts Leads offer arts integration PD during district PD days.	**Teachers plan their PD inservice	VAPA Teacher Specialist	Teacher Step Pay for Planning of PD	Lessons are developed at each grade level (2-3 lessons) and shared district wide.

Phase 1	Arts Leads offer arts integration PD during site PD days.	*Teachers plan their PD inservice	VAPA Teacher Specialist	Teacher Step Pay for Planning of PD or stipend	Lessons developed at the district level are adopted at the site level.
Phase 1	Within the Summer Institute additional visual arts sessions are provided.	*Teachers or Teacher Pairs submit proposals for summer institute *Once accepted, teachers plan for their sessions	Arts Leads	Step Pay for prep and delivery of PD LCAP for art supplies (depends on sessions being presented)	Summer Institute includes visual arts options led by Arts Leads or Secondary Art/VAPATeachers.
Phase 2	Expand Arts Lead Teacher positions to all elementary sites	*Arts Lead Teachers have a stated scope of responsibility (similar to the TTLs) to provide support at their site by meeting with teachers/ teaching art lessons in classrooms/helping with planning of arts lessons.	VAPA Teacher Specialist Arts Leads	*Stipend for lead teachers *Supplies and Sub Days for lead teachers to be out of the classroom	There is at least one lead art teacher for each elementary site providing support to teachers in art instruction

Focus Area: Content: Curriculum, Instruction and Professional Development

Goal 2: Visual and Performing Arts at the table to plan Professional Development.

Year/Phase	Actions/Strategies	Tasks/Steps	Person/ Group Responsible	Budget Implication	Measurable Outcome
Phase 1	Ensure funding for TCAP visual art summer institute	Identify appropriate funding sources	District Leadership	\$30,000	Increased numbers of elementary teachers trained in visual art content and arts integration
Phase 1	Ensure that visual and performing arts are included in District and Site PD Plans	*Meet with District Leadership around what PD programs in the arts could be presented at district-wide PD Days.	VAPA Task Force Subcommittee	\$0	Visual and Performing Arts offerings are included in district-wide PD from 2018-2019 forward.
Phase 1	Recruit Elementary and Secondary teachers to teach summer institute (music, drama, dance arts integration)	Plan and prepare sessions for Summer Institute ensuring consistency, quality and rigor.	District Leadership VAPA Task Force Subcommittee	\$0	Summer Institute is held that includes instruction in music, drama, dance arts integration.
Phase 1	Connect VAPA to Interventions for Funding (Title I)	Convene meetings to discuss	District Leadership VAPA Task Force Subcommittee	\$0	Sustainability and growth
Phase 2	Performing arts instruction provided for PD days		District Leadership VAPA Task Force Subcommittee	\$0	Arts are prioritized and are presented in district wide PD and Summer Institutes annually.
Future	District wide mandatory art PD	District mandate	District Leadership	TBD	Teachers are integrating Arts into multiple curricular areas

Focus Area: Content: Curriculum, Instruction and Professional Development

Goal 3: Build/Develop a TK-3 arts curriculum built on a strong early foundation with teachers who are prepared. Expand Staffing to support arts teaching and learning.

Year/Phase	Actions/Strategies	Tasks/Steps	Person/Group Responsible	Budget Implication	Measurable Outcome
Phase 1	Music and visual art PD offered during District PD days.		District Leadership VAPA Task Force Subcommittee	\$0	Arts are prioritized and are presented in district wide PD and Summer Institutes annually.
Phase 1	Identify appropriate technology/apps in support of VAPA instruction for one-to one schools	Music specialists and Art Leads identify apps in collaboration with IT department.	VAPA and IT Teacher Specialists, Art Leads	\$0	Increase number of appropriate VAPA apps on student devices
Phase 1	Expand General Music TK-3 Pilot Program and hire 1 new music teacher to serve additional 5 sites		Directors of Curriculum and instruction	1 FTE	TK-3 students at 10 sites will have music instruction weekly.
Phase 1	Revisit the Visual Arts “through line” to ensure that all high school students have the option to take up to four years of course work.	Identify opportunities to offer additional access to visual arts for all students.	Secondary principals Secondary counselors VAPA Task Force Subcommittee	TBD	Students have option to take up to four years of Visual Arts at Secondary.

Phase 1	Update the arts curriculum for 9-12th grade Identify appropriate technology in one-to one schools	Convene Secondary Music and Visual Arts Teachers on a PD day to create articulated curriculum district wide	VAPA Task Force Subcommittee VAPA Teacher Specialist	0	Student performance is enhanced
Phase 2	Create Measurable goals for TK-3 Visual Art and Music Curriculum and	Create digital resources including benchmarks and instructional guide	VAPA Art Leads, Music Teachers, VAPA Curriculum Committee VAPA Teacher Specialist	TBD	Evidence of arts learning at sites.
Phase 2	Provide performance opportunities and exhibition space for all TK-3 students	Create performance/exhibition guidelines bases on curriculum	Elementary Principals VAPA Teachers, Art Leads Classroom Teachers	TBD	Evidence of arts learning at sites and increase parent engagement
Phase 2	Add separate grades for Visual Art and Performing arts on elementary report card.	Discuss an implementation plan with District leadership	Directors of Curriculum/Instruction Curriculum Committee	0	Ongoing instruction/ assessment and communication to parents
Phase 2	Expand General Music TK-3 Pilot Program and hire 2 new music teachers	Conduct interviews and hire candidates to begin teaching in the	Directors of Curriculum and instruction	2 FTE's	TK-3 students at 20 sites will have music instruction weekly.
Phase 2	Investigate and explore Middle School Arts wheel or itinerant arts teacher to provide visual arts to all students	Look at arts foundation offerings Explore scheduling options at middle schools and K-8s Look at graphic design offerings	Directors of Curriculum and instruction VAPA Teacher Specialist	TBD	Ongoing VAPA instruction is evident. All middle school students have access to visual arts.

Future	Expand General Music TK-3 Pilot Program and hire 2 new music teachers	Conduct interviews and hire candidates to begin teaching in the	Directors of Curriculum and instruction	2 FTE's	TK-3 students at all sites will have music instruction weekly.
Future	Visual Arts Teachers offer instruction for students in Grades 4-6 district-wide.	Hire 3 visual arts teachers and develop program to provide access district-wide.	Directors of Curriculum and instruction	3 FTE's	Specialist teachers provide instruction in grades 4-6.

Focus Area: Infrastructure

Goal 4: Leverage Support and maintain supplies for all Art Forms

Year/Phase	Actions/Strategies	Tasks/Steps	Person/ Group Responsible	Budget Implication	Measurable Outcome
Phase 1	Ensure art supplies for TCAP teachers in visual arts	Meet with TCAP teachers and determine appropriate visual arts supplies Develop list with teachers for ten priority items for teacher for elementary visual arts	VAPA Teacher Specialist VAPA Task Force	TBD (presently budgeted \$200 per teacher)	Increased number of arts integration lessons in classroom Increase in displays of student art work
Phase 1	Identify funding sources for supplies	Inquire about district funding/ school site funding/ Title I funding for arts	District Leadership	TBD	Money is made available. TK-12 arts are resourced more effectively.
Phase 2	Increase art supply allocations for secondary art classrooms	Meet with secondary visual arts teachers to assess art supply needs and increased costs	Director of Secondary Curriculum and Instruction VAPA Teacher Specialist	TBD	Increase in the variety of art pieces students produce
Phase 2	Art Supplies for every elementary teacher Rotate art forms by grade (to start)	Meet with Art Leads annually to determine priority supplies needed at each site Art Lead creates a Google spreadsheet for site art supplies accessible to all teachers for input Create an art teams at sites who will check and inventory supplies	Art Leads Site Art Committee	TBD (Task Force suggests \$1,000 per site about \$3.00 per student. Allocation will reflect a per student formula.)	All students have access to quality art supplies Sharing of supplies evident across classrooms

Focus Area: Infrastructure

Goal 5: Exploring Alternative Scheduling Options to Offer Access and Equity for the Arts for all Students

Year/Phase	Actions/Strategies	Tasks/Steps	Person/Group Responsible	Budget Implication	Measurable Outcome
Phase 1	Arts within TLC Pilot schools	Invite TLC Program Admin, to meet to discuss options of including Art within TLC. Select appropriate curriculum, train staff and develop weekly schedule Identify pilot schools	TLC Program Admin TLC lead VAPA Task force members	TLC Budget realignment for materials	Increased attendance on Arts days.
Phase 1	Alternative Scheduling to Ensure Equity (How to alter current schedule to better include the arts in secondary schools.)	Survey secondary students to see how many would be able and willing to come to school early (0) period or late (7) period to attend an Arts class. Survey Art teachers to see who would be willing to do a flexible schedule. (Fremont Academy)	Secondary principals assistant principals over guidance and scheduling, counselors	TBD	Increased number of students in arts program. Reduce Truancy.

Focus Area: Infrastructure					
Goal 6: Deepen Partnership Opportunities					
Year/Phase	Actions/Strategies	Tasks/Steps	Person/Group Responsible	Budget Implication	Measurable Outcome
Phase 1	dA Center for the Arts/Draper Center/AMOCA to assists SIG sites to make art more visible at each level	Meet with SIG Administrator to discuss funding and VAPA programming for SIG schools Create MOU with dA Center/Draper Center/AMOCA for visiting artists in schools	Directors of Curriculum and Instruction	SIG schools have VAPA funding	Increased awareness of arts in community (surveys and students served)
Phase 1	Visiting artist programs to Dual Language Immersion schools (DLI)	Meet with DLI principals to identify potential funding sources Partner with dA/Draper Center to provide artist program	Site Principals VAPA Task Force	TBD	Increased VAPA integration in support of language acquisition
Phase 2	Artist displayed (every month) through library	Create list of established artists (e.g. Diego Rivera) and timeline to display Meet with librarians to discuss and offer support	Teacher Specialists: VAPA and Instructional Supplies	TBD	Increased student awareness of visual artists and their work
Future	Expand community partnership opportunities to serve all schools				Each school has a recognized community art partner

Focus Area: Sustainability					
Goal 7: Making the Arts Visible: Increasing Awareness that Arts are Essential					
Year/Phase	Actions/Strategies	Tasks/Steps	Person/Group Responsible	Budget Application	Measurable Outcome
Phase 1	Increase Social Media (Twitter, GAFE, Websites, FB, Constant Contact) at all sites, including VAPA Academy	VAPA Task Force has a discussion with Directors of Curriculum/Instruction Assistant Superintendent Schools send VAPA information for “Constant Contact” Weekly Update “Constant Contact”	All Stakeholders that currently support district’s/schools’ social media	0	Increased VAPA social media tweets in Twitter feed for PUSD, VAPA Weekly Constant Contact Updates, VAPA FB posts
Phase 2	School by School “Arts Grade” (Grade at District Level as well)	District Arts Admin would implement grading system	Directors of Curriculum/Instruction	0	A grading system would be in place.
Phase 2	Define/Develop New Methods of Demonstrating Creative Growth (i.e., PBIS, ELLs, suspension rates, etc.)	Gather data by school (academic achievement, social emotional, ELD, etc—tied to arts education participation)	School administrators/designees Administrator of Curriculum and Instruction in collaboration with school administration	0	Increase in academic achievement for students enrolled in the arts Well-rounded students prepared for the 21 st Century
Phase 2	Showcase VAPA Day	VAPA Task Force Director of Pupil Resources VAPA Task Force along with district personnel will collaborate on this event	Arts Education Admin VAPA Task Force Other personnel as needed (i.e., information officer)	City of Pomona “Arts” Budget as assigned by PUSD	Increased participation by community

		Arts Education Admin			
Future	Create a district arts administrative position	Directors of Curriculum/Instruction	Directors of Curriculum/Instruction	Cost of an additional administrative position	Increased articulated arts education and community partnerships across the district in all classrooms (Pre-K-12)
Future	Brand PUSD as an Arts District	Meeting with Directors of Curriculum and Instruction Meeting w/Assistant Superintendent Meeting w/School Board Meeting w/Other Stakeholders as necessary	VAPA Task Force Members PIO (Public Information Officer)	TBD	Board of Education will label PUSD as an "Arts District" PUSD will be known as an "Arts District"
Future	Moon Launch	VAPA Task Force meeting Pupil Resources VAPA Task Force along with district personnel will collaborate on this event	VAPA Task Force Other personnel as assigned by district		Community awareness and increase in student enrollment

Focus Area: Sustainability

Goal 8: Communicate and create connections for Expanded Funding

Year/Phase	Actions/Strategies	Tasks/Steps	Person/ Group Responsible	Budget Implication	Measurable Outcome
Phase 1	Connect with Pupil Foundation	<p>Look at website to determine priorities</p> <p>Determine best contact</p> <p>Set up meeting with VAPA Teacher Specialist</p> <p>Determine “ask” Inquire about possibility of teacher grants, other?</p>	VAPA Teacher Specialist District Web Master	Money could be secured for District – potential for teacher grants?	Funding is received from PUPIL Foundation
Phase 1	Connect with AARC Funding	Explore opportunities with AARC	<p>Director of Pupil Services</p> <p>Directors of Curriculum and Instruction</p> <p>VAPA Teacher Specialist</p>		Funding is received
Phase 1	Explore and inventory how Title I is currently used	<p>Survey Principals to determine how Title I funds are utilized.</p> <p>Review Guidelines and make that information available at a Principals Meeting</p> <p>Speak with Anaheim school district to review how leadership used Title I funds to hire music teachers.</p> <p>Present plan to use Title I funds to PUSD</p>	<p>Directors of Curriculum and Instruction</p> <p>Director of Categorical Funding</p> <p>VAPA Teacher Specialist</p>	Look at how much Title I funding the district receives and determine a goal of a “percentage for the arts” or other method	Title I Funding used for arts education to support district priorities.

Phase 2	Grant Writing Team	Determine feasibility of developing an arts grant writing team Conduct professional development around grant writing Develop a grants calendar for the year with assignments for team members Write grants	VAPA task force/ Team	PD for grant writing for team members – cost to be determined	Funding is secured through grants.
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