

Whittier Union High School District

Arts Education Planning

June 2011

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Facilitated by:
Whittier Union High School District
CAT-Team
in partnership with
ARTS FOR ALL

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Plan Summary & Project Background

In an effort to improve the quality of the visual and performing arts education offered to the students serviced by the Whittier Union High School District, the Community Arts Team (CAT) has prepared the following arts plan and courses of action. After outlining the current WUHSD mission, vision, and statement of beliefs, the plan begins with the guiding philosophies and core values of arts education as agreed upon by the CAT members. The second section of the plan identifies our current realities as they pertain to individual sites and the larger district, specifically identifying any barriers that hinder or restrict our ability to offer quality arts education at the highest level. The third section outlines a district-wide plan of improvement linked to the guiding philosophies. Each item of improvement is tagged as a district level task or site level task, and the tasks are further scheduled for year one or year two implementation. Specific action items for the school board are listed separately following section three. The final section similarly outlines site specific plans of improvement, with tasks scheduled for year one or year two implementation.

WUHSD Guiding Vision

Mission Statement

It is the mission of the Whittier Union High School District to achieve & maintain excellence in providing a comprehensive education for all students.

Vision Statement

The Whittier Union High School District will provide all students with an engaging, quality standards-based instructional program delivered by a well-trained staff resulting in improved student achievement.

Statement of Beliefs

We believe:

- Our students must be effective communicators, quality producers, self-directed lifelong learners, community contributors, collaborative workers, and complex thinkers.
- Every individual has worth and dignity.
- Every student can learn.
- In the strength inherent in the ethnic and cultural diversity of the students, parents and community we serve.
- Every student must be prepared to meet the challenges and changing needs of society.
- In maintaining a safe and secure learning environment.
- Parents are essential partners in the education of their children.
- In providing a well-trained, competent staff.

Further, we believe:

- In being accountable to students, parents and community for student academic and personal growth.
- In providing adequate facilities, a physical environment conducive to learning, and up-to-date technology.
- The collaboration of the K-16 education community is essential to ensuring a quality education.
- In being an integral partner in the business and the cultural life of the community.
- Our schools are places where students establish and develop positive relationships with other students and adult role models.

Practical Vision Statement

The Visual and Performing Arts are core subjects. Students involved in Arts Education are better students and citizens. Students and teachers require systemic support for sequential arts education. Arts Programs require access to facilities, resources, funding, and art specific professional development in order to continue rigorous and relevant standards-based arts instruction. District- and community-wide arts collaboration and promotion is necessary for continued growth and vitality.

OUR 7 Core Values:

- Visual and Performing Arts are core subjects
- All Students involved in arts education are better students and citizens
- Need systemic support for sequential arts education
- Arts programs need access to facilities, resources and funding
- VAPA teachers require relevant art specific development
- Rigorous and relevant standards-based arts instruction
- Increase District- and community-wide arts collaboration and promotion

WUHSD Core Values and Philosophies for Arts Plan

Students involved in arts education are better students and citizens	Systemic support for sequential arts education	Visual and Performing Arts are core subjects	District and community wide arts collaboration and promotion	Arts programs require access to facilities, resources and funding	VAPA teachers require relevant art specific development	Continue rigorous and relevant standards based arts instruction
<p>Require every student be involved in a school activity</p> <p>Emotional well-being of students</p> <p>Promote arts role in building successful life skills</p> <p>Students connected to the arts are more successful and balanced</p> <p>Students involved in activity, like arts have higher attendance GPA's and better college graduation rates</p>	<p>Promote 4 years of sequential arts education</p> <p>Create a master schedule that allows access to the arts</p> <p>Equal access to all scheduled periods (summer, zero, 7-period day)</p> <p>Dedicated VAPA counselor</p>	<p>VAPA is core</p> <p>Value of arts classes = value of core classes</p> <p>Increase opportunity to evolve & grow "art" program</p> <p>Intrinsic value of the arts</p> <p>Make 2 years of arts district standard (min)</p>	<p>Structure/systematic promotion of all arts (school/community)</p> <p>Collaboration with community arts groups</p> <p>Collaborate across sites, district, K-12 ad community</p> <p>School site and district arts collaboration</p>	<p>Appropriate performance and classroom facilities</p> <p>Equity in funding and facilities</p> <p>Scheduling of events</p> <p>Using resources efficiently</p>	<p>Subject relevant professional development</p> <p>Relevant professional development</p> <p>Professional growth through district faculty collaboration</p>	<p>Standards based instruction</p> <p>Continue rigorous relevant standards based instruction</p>

Current Reality

Lack of Value/Support for Arts Education	Resources, Supplies and Facility Underfunded	Art is Not Included as a Core Area	Access for Students is Limited	Arts Education is not Communicated and Promoted	Testing Supersedes Arts Education Efforts
<p>Art is not seen as a priority in public education</p> <p>Long-standing cultural belief arts are expendable</p> <p>School site implementation of arts is not valued as equal or essential</p> <p>Testing/counselors/admin show arts not important</p> <p>District doesn't listen/care</p> <p>Counselors who don't work with us (support)</p> <p>Culture (including non-unified district) does not hold fine arts in high regard)</p> <p>1st bumped regardless of # of students involved</p> <p>Arts not taken seriously among district admin and B&A directors</p> <p>Admin/professionals ignorant of art as a subject and what it takes to maintain rigorous and exemplary arts educations</p> <p>Success is tied only to my own effort</p>	<p>Money (or lack of) Funding needed for arts all around (supplies, resources, facilities, professional development)</p> <p>Facilities/construction</p> <p>No room in the budget for facilitating alterations or repairs</p> <p>Last on the list for facilities list</p> <p>Maintenance/facilities department unwilling to work with arts programs to provide needed facilities and equipment needed to improve programs</p> <p>Resource access and findings needs to be more</p>	<p>VAPA needs to meet regularly to be seen as important as other core areas</p> <p>Non Inclusion in "core"</p> <p>Administration – art not included in meetings because it is not seen as core/best practices</p> <p>VAPA is not treated by state education as a core curricular area</p> <p>Generations of public (including teachers) have had little or no exposure to the arts</p>	<p>Students who could potentially be in performing arts do not know where to go to get more information on what the classes include</p> <p>Systems does not allow sequential instruction</p> <p>Lack of structural classes and access for all students to be in art classes</p> <p>Students are not provided with opportunities for upper-level arts classes</p>	<p>Lack of inclusion in progress of site/district plans</p> <p>School do not share what's going on in VAPA areas with each other</p> <p>True and followed through communication and actions between VAPA and administration/ counselors</p> <p>Lack of collaboration with K-8 (tied with our feeder school's own lack of arts programs)</p>	<p>VAPA seen as less influential for CST scores</p> <p>No testing: Art is not aligned to the CST, CASHEE testing, etc.</p> <p>Administration and other faculty are primarily concerned with students passing state tests</p> <p>Standards are not "common assessment" high stakes testing</p>

3 STRATEGIC DIRECTIONS for WUHS District Level

	Titles Core Values and Philosophy =>	Titles Core Values and Philosophy =>	Titles Core Values and Philosophy =>
Philosophy & Content	<p>VAPA are core subjects</p> <ul style="list-style-type: none"> Clarify our philosophy of Arts Education - D 	<p>Continue rigorous & relevant standards based arts instruction</p> <ul style="list-style-type: none"> All VAPA teachers meet at district (best practices/calendars) - D Professional development 2x year in the form of mandatory pull out VAPA days - D Update course descriptions to reflect 3R's (rigor, relevance, relationship) - D All VAPA teachers meet in the fall and all VAPA department chairs meet in spring – D Rewrite course descriptions (year-long) - D 	<p>Students are involved in Arts Education</p>
Infra structure (awareness, planning, implementation)	<p>VAPA teachers & Administration require relevant art specific professional development</p> <ul style="list-style-type: none"> Invite district walk through of arts classes to see process not just product – S, D Course description day when all counselors and admin learn the arts - S Send district admins to national arts conference for admins - D Promotion/description chart/pamphlet of VAPA for counselors/admins/parents/ students Support of subject specific pd for all VAPA leaders - S 	<p>Systemic support for sequential arts education</p> <ul style="list-style-type: none"> Include heads of department's to master schedule planning (no more secrets) - S Require 2 years of arts education - D Designate 1 counselor for VAPA department as liaison and conversant in course descriptions - S Creating district wide collaborative website share evidence data/benefit arts - D All students must have access to 4 years sequential arts - D Create policy for master schedule (adding/dropping students) - S, D 	<p>Arts require access to facilities, resources and funding</p> <ul style="list-style-type: none"> Create a plan for district and city facilities and usage fees – D Research and address stipends for all performing arts teachers - D General funds money allocated to visual arts for supplies - D Write and implement protocol/meetings/process for scheduling school events – S, D Develop list of contacts/resources supportive of the arts – S, D District funded grant writer - D
Partnerships & Collaboration (internal, external)	<p>District-wide arts collaboration and promotion</p> <ul style="list-style-type: none"> District-wide arts/performance/shows/presentations – D, S Arts representative's involvement in stakeholder groups: PTSA, school site council, ASB - S Display PR in boardroom of all VAPA areas (chorus, drama etc.) - D Create district-wide calendar of arts events - D 	<p>Community-wide arts collaboration and promotion</p> <ul style="list-style-type: none"> Organize community outreach Arts day - S Plan and organize community council w representation from WUHSD teachers/admin/K-8 representation - D 	<p>Students involved in Arts education, promotion K-8</p> <ul style="list-style-type: none"> More structured organization at district with K-8 districts concerning arts education - D

Board Actions List Prioritized

1. Support VAPA as core subjects and clarifying our philosophy of Arts education (district level)
2. Provide access for all students to have 4 years sequential arts
3. Create policy for master schedule (add/drop students)
4. Require students to have 2 years art education
5. Require mandatory VAPA meetings 2X per year with pull out days
6. Designate 1 counselor for VAPA dept. as liaison and conversant in course descriptions
7. Fund a district grant writer \$4-5000
8. Send district admins and teachers to national art conference for admins

CALIFORNIA HIGH SCHOOL - 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
<ul style="list-style-type: none"> • Update VAPA Course descriptions • In order to promote the visual arts, create/acquire accessible space to display student visual artwork and means to display • To achieve the curricular goals unique to VAPA classes, acquire administrative support for VAPA field trips and off-campus activities (funding of subs, uniform policy for all off-campus activities) • Acquire administrative support of VAPA recruitment assembly (attendance, promotion) • To promote the arts more visibly on campus, unify the Arts program at Calhi under one program umbrella (similar to academy status) 	<ul style="list-style-type: none"> • Create/update VAPA promotional pamphlet and display in admin offices • To help maintain students in our classes/programs, and to promote our classes to new students, strengthen relationship with Guidance Office: <ul style="list-style-type: none"> ○ Acquire VAPA guidance counselor ○ Create and implement system for add/drop students in VAPA classes • To assist in promotion and organization of VAPA events, strengthen communication with B&A Office: <ul style="list-style-type: none"> ○ Create policy for marquee updates ○ Alleviate master calendar scheduling issues (turn-around time, cancellations and priority, centralized location) ○ Publicity and promotion of VAPA events (ineffectiveness of bulletin, availability of ASB Publicity Rep) ○ Construction liaison • In order to meet the necessary curricular aspects of performing art classes, secure priority of performance and rehearsal space and address long-term solution for adequate and accessible performance space (converting current facilities into performance space, networking with local theaters and performance halls, permanent stage in botanical garden) 	<ul style="list-style-type: none"> • Create VAPA Representative on ASB to give VAPA programs a voice within student government • Partner and Collaborate with feeder school art programs: <ul style="list-style-type: none"> ○ Create contact sheet of principals, art coordinators, and art teachers ○ Begin initial contacts and collaboration inquiries ○ Fund and implement Calhi Summer Arts program ○ Visit feeder campuses with VAPA assemblies (funding) • Partner with local universities/colleges to promote Calhi as an ideal training ground for student teaching in the Visual Arts

California HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
<p>Philosophy & Content</p> <p><i>LINDSEY, DAN, JULIE, CATE</i></p>	<ul style="list-style-type: none"> • Update VAPA Course descriptions [ALL – S1 2011] • Create/acquire accessible space to display student visual artwork and means to display [CATE – S1 2011] • Acquire administrative support for VAPA field trips and off-campus activities (funding of subs, uniform policy for all off-campus activities) [JULIE – S1 2011] • Acquire administrative support of VAPA recruitment assembly (attendance, promotion) [DAN/LINDSEY – S2 2012]
<p>Infrastructure</p> <p><i>LINDSEY, DAN, TIM, DOUG, SUSAN</i></p>	<ul style="list-style-type: none"> • Create/update VAPA promotional pamphlet and display in admin offices [TIM – S1 2011] • Strengthen relationship with Guidance Office: [DOUG – S1 2011] <ul style="list-style-type: none"> ○ Acquire VAPA guidance counselor ○ Create and implement system for add/drop students in VAPA classes • Strengthen communication with B&A Office: [SUSAN – S1 2011] <ul style="list-style-type: none"> ○ Create policy for marquee updates ○ Alleviate master calendar scheduling issues (turn-around time, cancellations and priority, centralized location) ○ Publicity and promotion of VAPA events (ineffectiveness of bulletin, availability of ASB Publicity Rep) ○ Construction liaison
<p>Partnerships & Collaboration</p> <p><i>LINDSEY, DAN, JULIE, SUSAN</i></p>	<ul style="list-style-type: none"> • Create VAPA Representative on ASB [LINDSEY/DAN – S2 2012] • Partner and Collaborate with feeder school programs: [JULIE/SUSAN] <ul style="list-style-type: none"> ○ Create contact sheet of principals, art coordinators, and art teachers [S1 – 2011] ○ Begin initial contacts and collaboration inquiries [S2 – 2011]

California HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 2
<p align="center">Philosophy & Content</p> <p align="center"><i>LINDSEY, DAN</i></p>	<ul style="list-style-type: none"> • Unify the Arts program at Calhi under one program umbrella (similar to academy status) [S1 2012]
<p align="center">Infrastructure</p> <p align="center"><i>LINDSEY, DAN, SUSAN</i></p>	<ul style="list-style-type: none"> • Securing priority of performance and rehearsal space [SUSAN – S1 2012] • Addressing long-term solution for adequate and accessible performance space (converting current facilities into performance space, networking with local theaters and performance halls, permanent stage in botanical garden) [SUSAN – S1 2012]
<p align="center">Partnerships & Collaboration</p> <p align="center"><i>LINDSEY, DAN, JULIE, CATE, SUSAN</i></p>	<ul style="list-style-type: none"> • Partner and Collaborate with feeder school programs: [JULIE/SUSAN – S1 and S2 2012] <ul style="list-style-type: none"> ○ Fund and implement Calhi Summer Arts program ○ Visit feeder campuses with VAPA assemblies (funding) • Partner with local universities/colleges to promote Calhi as an ideal training ground for student teaching in the Visual Arts [JULIE/CATE – S1 2012]

PIONEER HS Strategic Directions

Philosophy & Content	Infrastructure	Partnerships & Collaboration
<ul style="list-style-type: none"> • Administrators & Counselors will adopt and utilize the District Arts Philosophy. (VAPA vision and Pioneer HS Site Arts Plan) (Year 1) • Teachers, Administrators and Counselors will actively promote VAPA courses as core subject equals. According to National guidelines, Fine Arts is defined as a “core” subject, thus having 1 year minimum requirement. (Year 1) • Recognition that PHS Arts classes are rigorous by promoting a philosophy that demands students not wait until their senior years to take an Art class, thereby helping graduation rates. (Year 1) • Site (PHS) will schedule and fund substitutes for all VAPA teachers for every District and site-based VAPA meeting. (Year 1) • Site will schedule and fund substitutes for all VAPA teachers for best practice and curriculum writing at least once (1) per semester. (Year 2) • Annually, PHS VAPA teachers will revise, rewrite and recommend course description to CIT and approval process. (Years 1 & 2) • Teachers, Counselors, Administrators and Community will promote arts programs affiliated with PHS and the community (i.e.: PREP, Gear-up, student clubs) (Years 1 & 2) 	<ul style="list-style-type: none"> • Schedule district administrators visiting PHS arts classes during the curricular year (Year 1) • Schedule one-time and continued course description reading and awareness meeting with counselors, administration and VAPA teachers. (Year 1) • Schedule ongoing training for employees new to the site with regards to Arts Curriculum awareness (PHS). (Year 2) • VAPA teachers will generate and annually update a promotional chart/pamphlet for VAPA courses department at PHS. (Years 1 & 2) • Experiment with arts curriculum to include visitations, co-teaching, integrated curriculum and “class swaps.” (Years 1 & 2) • Promote the addition of an Arts representative with “job description,” on ASB to create justified and equal representation of School Activities (Athletics has a rep) (Year 1) • Revise and review existing PHS “Request for a Class Change Policy.” With Assistant Principal of Guidance, Fine Arts Department and Guidance department input (Year 1) • Organize yearly collaborative meeting with department chairs and administrators to discuss balancing the master schedule with just and optimum placement and enrollment of Arts courses and impacted student schedules. (Years 1 & 2) • Facilitate communication at every stage of both master calendar planning and master class schedule planning, to reduce conflicts and reach optimum plans for PHS VAPA students and teachers. (Years 1 & 2) • In order to reduce impacted student schedules, administrators need to schedule singleton classes in the master schedule first with regards to Arts, AP’s and other high-profile classes. (Years 1 & 2) • All freshmen will have an Arts course mutually selected by parent/student/ teacher/administrator and put in their schedule. For those who have language as an elective, they will be encouraged by all stakeholders to have a seven-period schedule. (Years 1 & 2) • Teachers and administrators will encourage seven-period schedules so that at least 50% of sophomores can take Arts courses. (Year 2) 	<ul style="list-style-type: none"> • Continue community teaching relationships and positions with Los Nietos School District with regards to instructors Carey Furnish and Evan Mooney; including but not limited to subjects band and choir (Years 1 & 2) • Develop list of contacts/resources supportive of the arts in relation to PHS (Year 1) • Invite more people including: Titan Boosters, PTSA, parents with students not involved in the Arts, as well Prep and Gear-up programs to PHS Arts events and concerts. (Years 1 & 2) • Increase collaboration with Drill Team, Dance teams and coaches as part of the Arts, even though they are currently in PE department. (Years 1 & 2) • Promote visibility and marketing by increasing communication with all promotional resources: ASB, ROP Printing, District reprographics, and community resources (Whittier Daily News) (Years 1 & 2) • Teachers, Counselors, Administrators and Community will collaborate to plan events and enhance existing events for the arts surrounding PHS. (Year 2) • Maintain and enhance existing arts collaborations such as Pioneer High Schools Fine Arts Showcase, Whittier Union District Choir Festival Pioneer High School’s Band Area concert, PHS Vocal Spring Concert and other events. (Years 1 & 2) • Gather and create list of community arts

PIONEER HS Strategic Directions

Philosophy & Content	Infrastructure	Partnerships & Collaboration
	<ul style="list-style-type: none"> • VAPA teachers will collaborate with department and District IT to update and enhance information and capabilities of existing teacher websites to reflect curricular needs and arts promotion. (Years 1 & 2) • PHS VAPA teachers will collaborate with other VAPA teachers and District IT to create and update a district Arts webpage complete with philosophies, calendars, curriculum, contact information, community affiliations and available data in the arts. (Year 2) • Collaborate with VAPA and District to create a systemic plan for district and city facilities, usage fees and requirements. (Years 1 & 2) • Encourage and communicate with administration to ensure equitable stipends for all performing arts teachers. (Year 1) • Promote equitable funding in visual arts as well as performing arts by the District allocating General funds money to visual arts for supplies. (Year 1) • Continue District funding for Theater, Choir, Band, Dance and employment for adjunct employees such as accompanists and coaches. (Years 1 & 2) • Write and implement protocol/meetings/ process for scheduling school events on the PHS master calendar. (Year 1) • Continue to write grants and seek donations at local PHS site with intention to transfer that workload to a district funded grant writer. (Years 1 & 2) • Promote maintenance of funding for equipment and equipment repair in order to ensure consistent student access. (Years 1 & 2) • Collaborate with District IT and school site to maintain and enhance technology for video and audio capabilities on campus. (Year 1) • Performing arts needs comparable funding for busses for competitions and trips to that of the athletics program. (Years 1 & 2) 	<p>contacts, sponsors, teachers and benefactors complete with contact information in order to enhance existing programs. (Year 1)</p> <ul style="list-style-type: none"> • Continue to collaborate with PREP and GEAR-up after school programs to create new and expand existing extra-curricular arts opportunities for PHS students and community (Years 1 & 2) • Involve community artists, YMCA Boys and Girls Club, Rotary Club, Church leaders, Business owners, and others to participate in PHS Arts Events. (Year 2) • PHS Teachers will facilitate relationships with feeder elementary schools and middles schools through project collaboration, events, visits, and student mentorship programs. • PHS performing Arts and visual arts will include its feeder middle school and elementary schools in its major yearly arts events in some collaborative capacity.

Pioneer HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
<p>Philosophy & Content</p> <p>JENNIFER SANCHEZ, DEPARTMENT CHAIR (CERAMICS/ART/YEARBOOK) CAREY FURNISH (BANDS) EVAN MOONEY (CHOIR, THEATER, GUITAR)</p>	<ul style="list-style-type: none"> • Administrators & Counselors will adopt and utilize the District Arts Philosophy. (VAPA vision and Pioneer HS Site Arts Plan) (Year 1) • Teachers, Administrators and Counselors will actively promote VAPA courses as core subject equals. According to National guidelines, Fine Arts are defined as a “core” subject, thus having 1 year minimum requirement. (Year 1) • Recognition that PHS Arts classes are rigorous by promoting a philosophy that demands students not wait until their senior years to take an Art class, thereby helping graduation rates. (Year 1) • Site (PHS) will schedule and fund substitutes for all VAPA teachers for every District and site-based VAPA meeting. (Year 1) • Site (PHS) will schedule and fund substitutes for all VAPA teachers for every District and site-based VAPA meeting. (Year 1) • Annually, PHS VAPA teachers will revise, rewrite and recommend course description to CIT and approval process. (Years 1 & 2)
<p>Infrastructure</p> <p>Dr. Monica Oviedo, Principal Lilia Bozigian, AP of Guidance Christiana Krauss, AP of Curriculum Yolanda Martinez, Counselor Loring Davies, AS of Instruction School Site Council, Mrs Nghieu Loraine Jauregui, Titan Boosters Maiya Jimenez, Destiney Vargaz, ASB Arts reps</p>	<ul style="list-style-type: none"> • Schedule district administrators visiting PHS arts classes during the curricular year (Year 1) • Schedule one-time and continued course description reading and awareness meeting with counselors, administration and VAPA teachers. (Year 1) • VAPA teachers will generate and annually update a promotional chart/pamphlet for VAPA courses department at PHS. (Years 1 & 2) • Experiment with arts curriculum to include visitations, co-teaching, integrated curriculum and “class swaps.” (Year 1 & 2) • Promote the addition of an Arts representative with “job description,” on ASB to create justified and equal representation of School Activities (Athletics has a rep) (Year 1) • Revise and review existing PHS “Request for a Class Change Policy.” With Assistant Principal of Guidance, Fine Arts Department and Guidance department input (Year 1) • Organize yearly collaborative meeting with department chairs and administrators to discuss balancing the master schedule with just and optimum placement and enrollment of Arts courses and impacted student schedules. (Years 1 & 2) • Facilitate communication at every stage of both master calendar planning and master class schedule planning, to reduce conflicts and reach optimum plans for PHS VAPA students and teachers. (Years 1 & 2) • In order to reduce impacted student schedules, administrators need to schedule singleton classes in the master schedule first with regards to Arts, AP’s and other high-profile classes. (Years 1 & 2) • All freshmen will have an Arts course mutually selected by parent/student/teacher/administrator and put in their schedule. For those who have language as an elective, they will be encouraged by all stakeholders to have a seven-period schedule. (Years 1 & 2) • VAPA teachers will collaborate with department and District IT to update and enhance information and capabilities of existing teacher websites to reflect curricular needs and arts promotion. (Years 1 & 2) • Collaborate with VAPA and District to create a systemic plan for district and city facilities, usage fees and requirements. (Years 1 & 2) • Encourage and communicate with administration to ensure equitable stipends for all performing arts teachers. (Year 1) • Promote equitable funding in visual arts as well as performing arts by the District allocating General funds money to visual arts for supplies by addressing the removal of Art Fees and replacing them with District allocated money for supplies (Year 1) • Continue District funding for Theater, Choir, Band, Dance and employment for adjunct employees such as accompanists and coaches. (Years 1 & 2) • Write and implement protocol/meetings/process for scheduling school events on the PHS master calendar. (Year 1) • Continue to write grants and seek donations at local PHS site with intention to transfer that workload to a district funded grant writer. (Years 1 & 2)

Pioneer HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
	<ul style="list-style-type: none"> • Promote maintenance of funding for equipment and equipment repair in order to ensure consistent student access (Years 1 & 2) • Collaborate with District IT and school site to maintain and enhance technology for video and audio capabilities on campus (Year 1) • Performing arts needs comparable funding for busses for competitions and trips to that of the athletics program. (Years 1 & 2)
<p style="text-align: center;">Partnerships & Collaboration</p> <p style="text-align: center;">JACQUELINE CARDENAS, PRINCIPAL, LOS NIETOS MS MARY MCNEIL, ASSISTANT SUPERINTENDENT CLAUDIA GARCIA, CARLOS GARCIA, ART GUERRERO, PREP PROGRAM</p>	<ul style="list-style-type: none"> • Continue community teaching relationships and positions with Los Nietos School District with regards to instructors Carey Furnish and Evan Mooney; including but not limited to subjects band and choir (Years 1 & 2) • Develop list of contacts/resources supportive of the arts in relation to PHS (Year 1) • Invite more people including: Titan Boosters, PTSA, parents with students not involved in the Arts, as well Prep and Gear-up programs to PHS Arts events and concerts. (Years 1 & 2) • Increase collaboration with Drill Team, Dance teams and coaches as part of the Arts, even though they are currently in PE department. (Years 1 & 2) • Promote visibility and marketing by increasing communication with all promotional resources: ASB, ROP Printing, District reprographics, and community resources (Whittier Daily News) (Years 1 & 2) • Maintain and enhance existing arts collaborations such as Pioneer High Schools Fine Arts Showcase, Whittier Union District Choir Festival Pioneer High School's Band Area concert, PHS Vocal Spring Concert and other events. (Years 1 & 2) • Gather and create list of community arts contacts, sponsors, teachers and benefactors complete with contact information in order to enhance existing programs. (Year 1) • Continue to collaborate with PREP and GEAR-up after school programs to create new and expand existing extra-curricular arts opportunities for PHS students and community (Years 1 & 2)

Pioneer HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 2
<p>Philosophy & Content</p> <p>JENNIFER SANCHEZ, DEPARTMENT CHAIR (CERAMICS/ART/YEARBOOK) CAREY FURNISH (BANDS) EVAN MOONEY (CHOIR, THEATER, GUITAR)</p>	<ul style="list-style-type: none"> • Site will schedule and fund substitutes for all VAPA teachers for best practice and curriculum writing at least once (1) per semester. (Year 2)
<p>Infrastructure</p> <p>Dr. Monica Oviedo, Principal Lilia Bozigian, AP of Guidance Christiana Krauss, AP of Curriculum Yolanda Martinez, Counselor Loring Davies, AS of Instruction School Site Council, Mrs Nghieu Loraine Jauregui, Titan Boosters Maiya Jimenez, Destiney Vargaz, ASB Arts reps</p>	<ul style="list-style-type: none"> • VAPA teachers will generate and annually update a promotional chart/pamphlet for VAPA courses department at PHS. (Years 1 & 2) • Experiment with arts curriculum to include visitations, co-teaching, integrated curriculum and “class swaps.” (Year 1 & 2) • Organize yearly collaborative meeting with department chairs and administrators to discuss balancing the master schedule with just and optimum placement and enrollment of Arts courses and impacted student schedules. (Years 1 & 2) • Facilitate communication at every stage of both master calendar planning and master class schedule planning, to reduce conflicts and reach optimum plans for PHS VAPA students and teachers. (Years 1 & 2) • In order to reduce impacted student schedules, administrators need to schedule singleton classes in the master schedule first with regards to Arts, AP’s and other high-profile classes. (Years 1 & 2) • All freshmen will have an Arts course mutually selected by parent/student/teacher/administrator and put in their schedule. For those who have language as an elective, they will be encouraged by all stakeholders to have a seven-period schedule. (Years 1 & 2) • Collaborate with VAPA and District to create a systemic plan for district and city facilities, usage fees and requirements. (Years 1 & 2) • Continue District funding for Theater, Choir, Band, Dance and employment for adjunct employees such as accompanists and coaches. (Years 1 & 2) • Continue to write grants and seek donations at local PHS site with intention to transfer that workload to a district funded grant writer. (Years 1 & 2) • Promote maintenance of funding for equipment and equipment repair in order to ensure consistent student access (Years 1 & 2) • Performing arts needs comparable funding for busses for competitions and trips to that of the athletics program (Years 1 & 2) • Teachers and administrators will encourage seven-period schedules so that at least 50% of sophomores can take Arts courses. (Year 2) • VAPA teachers will collaborate with department and District IT to update and enhance information and capabilities of existing teacher websites to reflect curricular needs and arts promotion. (Years 1 & 2) • PHS VAPA teachers will collaborate with other VAPA teachers and District IT to create and update a district Arts webpage complete with philosophies, calendars, curriculum, contact information, community affiliations and available data in the arts. (Year 2) • Schedule ongoing training for employees new to the site with regards to Arts Curriculum awareness (PHS). (Year 2)

Partnerships & Collaboration

JACQUELINE CARDENAS, PRINCIPAL, LOS NIETOS MS
MARY MCNEIL, ASSISTANT SUPERINTENDENT
CLAUDIA GARCIA, CARLOS GARCIA, ART GUERRERO, PREP PROGRAM

- Teachers, Counselors, Administrators and Community will collaborate to plan events and enhance existing events for the arts surrounding PHS. (Year 2)
- Involve community artists, YMCA Boys and Girls Club, Rotary Club, Church leaders, Business owners, and others to participate in PHS Arts Events. (Years 2)
- Continue to collaborate with PREP and GEAR-up after school programs to create new and expand existing extra-curricular arts opportunities for PHS students and community (Years 1 & 2)
- Maintain and enhance existing arts collaborations such as Pioneer High Schools Fine Arts Showcase, Whittier Union District Choir Festival Pioneer High School's Band Area concert, PHS Vocal Spring Concert and other events. (Years 1 & 2)
- Invite more people including: Titan Boosters, PTSA, parents with students not involved in the Arts, as well Prep and Gear-up programs to PHS Arts events and concerts. (Years 1 & 2)
- Increase collaboration with Drill Team, Dance teams and coaches as part of the Arts, even though they are currently in PE department. (Years 1 & 2)
- Promote visibility and marketing by increasing communication with all promotional resources: ASB, ROP Printing, District reprographics, and community resources (Whittier Daily News) (Years 1 & 2)
- Continue community teaching relationships and positions with Los Nietos School District with regards to instructors Carey Furnish & Evan Mooney; including but not limited to subjects band and choir (Years 1 & 2)

**Whereas, the current VAPA team, drawn from over 12 art teachers, and 2 administrators from 6 schools sites have develop this plan together and with mutual interest and goals. Note - The following plan will be changed as seen fit by the PHS VAPA teachers with advice from the VAPA Council.

SANTA FEE HIGH SCHOOL - 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
<p>All students have knowledge & Access to our classes:</p> <ul style="list-style-type: none"> • All students, especially gifted students, should have easy access to our courses. (7 period day. Advanced classes are in the tier 1 of the master schedule.) • Gifted students should receive support and extra opportunities to help develop their talents. • Increase sophomore's #'s by being sensitive to their requests. • If a student is a gifted artist or performer, they should be encouraged to continue developing their talents as opposed, for example, taking a second year of Spanish. • Adding & dropping classes without notifying the teacher is unacceptable. <ul style="list-style-type: none"> ○ Many arts courses are tiered and collaborative, and the addition or removal of students affects the entire class. ○ Counselors need to be aware of the fact that it's not just another class, but that particularly in the performing arts; the addition or removal of a student should be done only after discussion with the teacher, and by encouraging the students to go talk to the teacher him/herself. • Middle school students who were involved in a certain art should be encouraged to continue in the same 	<p>Communication:</p> <ul style="list-style-type: none"> • With each other- Professional Collegiality. We all are passionate people; we all do important things in and out of school. We are all on the same team. • Share "good things" in our classes. Share roadblocks that prevent teaching & learning (along with a solution). E-mail thread. • Goal: understanding of our teacher's programs and students accomplishments. Best practices. P.R. to students and others. <p>Administration:</p> <ul style="list-style-type: none"> • We ask for timely communication. (performances/budget issues/ construction) • We will provide administration with both ideal and realistic solutions to our problems. • We ask for reasons behind the decisions. Is it a school, district or state policy? <p>Parents & Community:</p> <ul style="list-style-type: none"> • Communicate performances (flyers, website) • Develop a master contact list. (all members) <p>Curriculum:</p> <ul style="list-style-type: none"> • Continue to develop and implement real and relevant writing activities. • Refresh lessons and procedures to meet student's needs while maintaining rigor <p>Guidance:</p> <ul style="list-style-type: none"> • Share our d / f student protocol and procedures with each other. (best practices). • Timely communication with parents and counselors regarding struggling students. <p>Budget/materials/equipment:</p> <ul style="list-style-type: none"> • Continue to use the VAPA budget binder. • Double check records each quarter. • Develop a plan for "aclu" lawsuit issues. • The Business & Activities should provide monthly feedback to the programs in order to reconcile budgets and track spending. There is currently insufficient feedback and problems are often not discovered until they become complicated. • When purchase orders are approved, there should be a copy of the purchase order systematically given to the advisor (e-mail preferable), 	<ul style="list-style-type: none"> • Strengthen relationship with Business & Activities office. • Work as a team to produce events that showcase our student's talents. • Meet with administration to be updated on existing and new policies regarding the master calendar, fundraising, and other items that affect our VAPA classes and clubs. • For example, Master calendar – <ul style="list-style-type: none"> ○ If the programs on campus are expected to adhere to the strict practice of using the master calendar, ASB and athletics should be held to the same standard. ○ VAPA events should not be moved after being approved because "something comes up." B&A should provide a date - in writing - when calendar requests for the new school year will be accepted, and work to enter their own dates prior to that event. ○ The need for a master calendar is clear, but all SFHS organizations should be held to the same standard. • Work with each other to collaborate on events and opportunities that showcase our students' talents. Initiate discussions with k-8 feeder schools to promote arts collaboration.

SANTA FEE HIGH SCHOOL - 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
<p>subject as freshmen.</p> <ul style="list-style-type: none"> ○ Many incoming 9th graders will simply take assigned classes without question, and we need to do a better job of finding out their background. <ul style="list-style-type: none"> ● Upper-level VAPA courses offered in only one period (e.g. Chamber choir) should take priority in master scheduling, similar to how AP classes are treated. ● A student who has accomplished highly in the arts should not be denied the opportunity to participate simply due to scheduling. ● Course descriptions and flyers that are student friendly. ● “Easy” descriptions for counselors. ● Department power point & promotion in January. ● Continue to develop and implement real and relevant writing activities. ● Share our d/f student protocol and procedures (best practices) ● Refresh lessons and procedures to meet student’s needs while maintaining rigor. ● Support each other by attending at least one performance and / or observing a class. 	<p>in the same way that master calendar requests are approved.</p> <ul style="list-style-type: none"> ○ A simple email from an ASB student that states "your request is approved" is quite insufficient; ○ It specifies neither vendor nor amount, and often vendors request a copy of the actual P.O. before they will manufacture and ship. <ul style="list-style-type: none"> ● The B&A office should provide a set of financial policies and procedures IN WRITING that we can all follow. Confusion is created by business practices being discussed verbally, sometimes in passing. <p>Current reality:</p> <ul style="list-style-type: none"> ● Choir- The budget is paltry compared to our basic needs. Much of students’ productive time is spent fundraising, which is the reality of many programs, but far from ideal. ● Choir Annually - The choir spends in the ballpark of \$7,000 on our sheet music, which is our textbook. <ul style="list-style-type: none"> ○ The purchase of new sheet music is necessary because unlike other subject areas, the same lessons plans do not get repeated annually. ○ Fresh repertoire keeps students interested and through the use of this sheet music we are able to teach many musical concepts. ○ The district provides the choir with just over \$2,000 annually which is clearly not enough. Please keep in mind that only sheet music has been addressed here; the costs of facility rentals, uniforms, transportation, and clinicians are all additional. ● The transportation budget provided by the site (\$500 from B&A) is insufficient for even one bus trip. <ul style="list-style-type: none"> ○ Transportation costs should be determined on some fair system, whether that is based on the number of students involved, the number of trips needed annually, etc. ○ The fact that the choir has not taken very many bus trips is a reflection of the lack of financial support, NOT evidence that we have fewer needs. ○ There are great educational opportunities that the students are not able to participate in because of the lack of financial support. ● Equipment - The equipment for the most part is functional, but there is one major area that needs addressing: the pianos. <ul style="list-style-type: none"> ○ There are two pianos in the classrooms: one in the director’s office used for piano playing tests and individual practice, and 	

SANTA FEE HIGH SCHOOL - 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
	<p>one in the classroom used for daily choir rehearsal.</p> <ul style="list-style-type: none"> ○ Both are in bad shape and unable to hold a tuning for more than a month or so. ○ The piano technician recommends replacement upon every visit. <p>Theater Arts:</p> <ul style="list-style-type: none"> ● The district has offered my portion of the department \$1,250.00 which I have carefully used throughout the years traditionally. I utilize for materials, equipment and busses for festival transportation when needed. ● Theater Arts—for building sets, wood, screws, paint, light fixtures, light bulbs, costumes and props for the actors and technicians to put on a play is raised by the previous years’ ticket sales, occasional fundraising, and student performance fees. ● Equipment—is a precious commodity which is put carefully into the storage rooms above the restrooms next to the stage, and the outside storage unit (shared with the band). We have flats, lights, and a library of scripts to keep track of, as well as tools, props and costume collection gathered over the years by the instructor, much of which belongs to the instructor. <ul style="list-style-type: none"> ○ I have PAR lamps, Fresnels lamps, one ellipsoidal projection lamp, and will soon have purchased one 6-foot LED strip lamp. ○ Wood and paint purchased to build sets are bought on an as needed basis for lack of storage facilities does not allow for buying in bulk. <p>Visual Arts:</p> <ul style="list-style-type: none"> ● Materials are sufficient for the projects that we teach for Art 1. ● More computers and cameras are necessary for the digital arts and yearbook classes. ● Funding for the materials comes primarily from voluntary student course fees and may only be used on expendable materials, not classroom hardware like computers and cameras. Some funding is provided by the school (about \$700 per art teacher). <p>Band:</p> <ul style="list-style-type: none"> ● Approx. \$70,000/Year Operating Budget. Curriculum budget – Instrument Repair/Replacement (2009/2010 - \$2500). ● District Transportation budget – Pays for 2-3 bus trips/year (2010/2011 - \$4000) ● Booster budget – Funds remainder of operations. 	

SANTA FEE HIGH SCHOOL - 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
	<ul style="list-style-type: none"> • 6 year-round instructional staff. • Remainder of bus trips for the year. • Remainder of instrument repairs. • Color Guard equipment (silks, poles, etc.). • Drumline Equipment (drum heads). • Funds generated through: (1) Student Equal Partner Contributions: Fundraisers, (2) Fireworks Booth (every two years), and (3) Football Concession Booth (every two years) <p>Facilities:</p> <ul style="list-style-type: none"> • Facilities are lacking due to the fact that the future art building has been under construction for the past three years. • The performing arts teachers are about to start the construction process. • We hope that the process will be more positive for them. We hope that the architects listened to the teachers so that the rooms will support the curriculum and student learning rather than creating barriers and liability issues. <p>Current reality:</p> <ul style="list-style-type: none"> • Choir - There is no sufficient venue anywhere in the district, let alone on our campus, for choral music performances. We resort to renting Whittier High School’s Vic Lopez auditorium – which is much too large – or asking local churches to loan us space – which creates issues with secularism and schools. • Drama — Our theatre arts utilize the west side of the cafetorium at school where there is a stage. There is a 18-foot ceiling which creates a special design situation, since it does not have a theatrical fly-space to raise flats and backdrops up into <p>Professional Development:</p> <ul style="list-style-type: none"> • No longer offered through the district due to budget cuts and furlough days. • Must be sought out by teachers using their own time and money. <ul style="list-style-type: none"> ○ Even when we are willing to attend these conferences and pay for them ourselves, we are not provided substitute teachers and must use sick time, thus making it prohibitive. • We would like release time and financial support for professional development and conferences. • In these tough economic times, we would appreciate if the district provided substitute teachers to cover two-three days for professional development. 	

SANTA FEE HIGH SCHOOL - 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
	<ol style="list-style-type: none"> 1. Day One- Fall VAPA department meeting. We will all meet to work on our common goals that are included in this report. 2. Day Two & Three (consecutive or apart) are up to the individual teachers. The primary purpose is to attend an event that directly relates to the teachers subject matter. Alternatively, It can be spent curriculum planning. 	

Santa Fe HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
<p>Philosophy & Content</p> <p>JESSICA, DAVID, JENNY, TERRY, CAROL, ALISON, JAMES, CASSANDRA, CRAIG, GRISELDA</p>	<ul style="list-style-type: none"> • Course descriptions and flyers that are student friendly. “Easy” descriptions for counselors. <ol style="list-style-type: none"> 1. Identify confusing / weak areas of what we currently have. (p.r. and signup process) [all members] FALL 2. Fix flyers, make a PowerPoint. [all] FALL 3. Department power point & promotion in January for students and counselors. [All teachers] FALL (movie day for our student’s?) • Continue to develop and implement real and relevant writing activities. <ol style="list-style-type: none"> 1. Identify what worked last year. 2. Write this year’ prompts and choose a convenient schedule. 3. Part of our writing or separate: end of the semester reflective writing. Share best practices. • Share our d / f student protocol and procedures (best practices) <ol style="list-style-type: none"> 1. List the types of “gates” that we have. 2. Research common gate policies in other departments. 3. List the general reasons why our students earn d / f. Special senior section. 4. Use the above data to create some common policies and or realistic individual policies. Then incorporate into our syllabus. • Refresh lessons and procedures to meet student’s needs while maintaining rigor. • Support each other by attending at least one performance and / or observing a class. <ol style="list-style-type: none"> 1. Meet to evaluate the process and make improvements for next year. [all members] SPRING
<p>Infrastructure</p> <p>JESSICA, DAVID, JENNY, TERRY, CAROL, ALISON, JAMES, KEVIN, FERNI, GRISELDA, CRAIG</p>	<ul style="list-style-type: none"> • Communication With each other- share “good things” in our classes. • Share roadblocks that prevent teaching & learning (along with a solution). E-mail thread. • Attend our department meetings. RSVP if you cannot make it. • Turn in school tasks in a timely manner. • Administration: <ul style="list-style-type: none"> ○ We should provide administration with both ideal and realistic solutions to our problems. ○ We ask for timely communication. (performances / budget issues / construction) ○ We ask for rational behind the decisions. Is it a school, district or state policy? • Parents & Community: <ul style="list-style-type: none"> ○ Communicate performances (flyers, website) ○ Develop a master contact list. [fall 2011] ○ Develop a resource list [fall 2011] • Budget: <ul style="list-style-type: none"> ○ Continue to use the VAPA budget binder ○ Double check records each quarter ○ Develop a plan for “aclu” lawsuit issues • Curriculum - Continue to develop and implement real and relevant writing activities. [all] <ul style="list-style-type: none"> ○ Identify what worked last year. ○ Write this year’ prompts and choose a convenient schedule. ○ Part of our writing or separate: end of the semester reflective writing. Share best practices. • Share our d / f student protocol and procedures (best practices) <ul style="list-style-type: none"> ○ List the types of “gates” that we have. ○ Research common gate policies in other departments. _____

Santa Fe HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
	<ul style="list-style-type: none"> ○ List the general reasons why our students earn d / f. Special senior section. ○ Use the above data to create some common policies and or realistic individual policies. Then incorporate into our syllabus. ● Refresh lessons and procedures to meet student’s needs while maintaining rigor. [all] SUMMER & FALL ● Support each other by attending at least one performance and / or observing a class. <ul style="list-style-type: none"> ○ Share master calendar information, performances & themes. ○ Choose activities or classes to observe. ● Goal: understanding of our teacher’s programs and students accomplishments. Best practices. P.R. to students and others. ● Professional development - Request that district provide substitute teachers to cover two-three days for professional development. <ul style="list-style-type: none"> ○ Day One- Fall VAPA department meeting. We will all meet to work on our common goals that are included in this report. ○ Day Two & Three (consecutive or apart) are up to the individual teachers. ○ The primary purpose is to attend an event that directly relates to the teachers subject matter. Alternatively, It can be spent curriculum planning. ○ Long-term happy budget time- release time and financial support for our conferences. The following are examples of professional development that we already do, with our own time and money. <ol style="list-style-type: none"> 1. Choir - The American Choral Director’s Association (ACDA) as well as the Southern California Vocal Association (SCVA) offer annual conferences to further the education of music educators. 2. Theater Arts: <ol style="list-style-type: none"> a. Camp Bravo in our local mountains not only offers performance students summer camp, they also hold a Memorial Day weekend theatre teacher intensive, instructed by extraordinary talents in the business and theatre training. b. Teacher Weekend at Oregon Shakespeare Festival the first weekend of October which gives educators an inside track on the next season’s plays. Teacher’s attend lectures, plays and compose play analysis for the plays attended. c. The teachers’ division of The International Thespian Society called Educational Theatre Association holds a Professional Development Institute (PDI) every fall, where I can attend the EdTA conference in the fall and earn college credit. d. Comedy Sportz Los Angeles offers sponsors of high school league teams training for leading their teams at the kick-off each year. 3. Band <ol style="list-style-type: none"> a. Fall/Spring SCSBOA Conferences (Orange County) b. MENC Conference (Northern/Southern California) c. Mid-West Clinic (Chicago, Il) 4. Visual Arts- <ol style="list-style-type: none"> a. We attend art museums, gallery art openings as well as theatrical and musical performances. b. We then work in what we see to our curriculum thus making projects real and relevant to our students. c. In addition to seeing, we also make art. d. Some of our own art works connect to the curriculum, but the main purpose of making art is that it is what we do. At Santa Fe, we are artist / teachers. e. When funding is available we would like to attend the National Arts Education Association Conference is an annual event that provides a variety of lectures and workshops.

Santa Fe HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
<p>Partnerships & Collaboration</p> <p>JESSICA, DAVID, JENNY, TERRY, CAROL, ALISON, JAMES, FERNI, KEVIN</p>	<ul style="list-style-type: none"> • Producing events <ul style="list-style-type: none"> ○ Strengthen relationship with Business & Activities office. Work as a team to produce events that showcase our student’s talents. ○ Meet with administration to be updated on existing and new policies regarding the master calendar, fundraising, and other items that affect our VAPA classes and clubs. ○ Create a list of questions. [all members] SUMMER & SEPTEMBER. E-mail thread ○ Meet with Ferni for answers.(procedures and documents to support answers) ○ Create a short term and long term plan that addresses our concerns. Develop a proposal for realistic funding of our programs • Long Term Collaboration Goal - Understanding of our teacher’s programs and students accomplishments. Best practices. P.R. to students and others. <ul style="list-style-type: none"> ○ Share Themes for performances and art in advance. = incorporate elements into all of our classes. ○ Sharing students. Ex: Art kids make flyers. Performers are a part of the art show. ○ Working together to produce a celebration show. ○ In light of shrinking budgets, sharing of technological resources should be considered. It is redundant for each club and/or program on campus to own their own mics, speakers, etc. A central technology library would help serve the needs of the various organizations with less demand on budgets.

WHITTIER HIGH SCHOOL - 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
<p>Philosophy & Content</p> <p>CATHERINE BRUNEL/MAGGIE TORBET</p>	<ul style="list-style-type: none"> • August/September <ul style="list-style-type: none"> ○ Present WHS Arts for All Site Plan to Administrators and Counselors ○ Present WHS Arts for All Site Plan to WHS staff for their adoption ○ Promote VAPA courses as core subjects to Administration, Counselors, and WHS Staff • January - Acquire administrative support of VAPA presentation during future Math Day • February - Promote VAPA courses as core subjects to students as they choose 2012/2013 courses
<p>Infrastructure</p> <p>Catherine Brunel /Maggie Torbet</p>	<ul style="list-style-type: none"> • July <ul style="list-style-type: none"> ○ Create promotional chart/pamphlet for all WHS VAPA courses ○ Create a staff-oriented Arts for All PowerPoint presentation ○ Provide VAPA course pamphlet to WHS administration, staff, and counselors ○ Provide VAPA course pamphlets for student perusal in Guidance Office ○ Possess information regarding 2011/2012 individual VAPA course district funding • August/September <ul style="list-style-type: none"> ○ Present staff-oriented Arts for All PowerPoint presentation at Cardinal Camp ○ Create with administration and counselors a consistent policy for placing and adding/dropping students within VAPA courses ○ Create protocol for streamlined, efficient, and timely distribution of stock and non-stock supplies to individual VAPA teachers ○ Designate one counselor as a VAPA department liaison who will regularly attend VAPA meetings to address VAPA concerns and questions ○ Complete basic contact information, daily teaching schedule, and one relevant picture/artwork on individual teacher website ○ Establish protocols for VAPA budget shortfall due to new ACLU settlement • January/February/March <ul style="list-style-type: none"> ○ Conduct a one-time course description reading and awareness meeting with administration, counselors, and VAPA for course clarity <u>prior</u> to students choosing classes for the 2012-2013 school year ○ Create a promotional student-oriented Power Point presentation outlining 2012-2013 VAPA course offerings ○ Present promotional student-oriented PowerPoint presentation outlining 2012-2013 VAPA course offerings during Math/English Days ○ Write protocol/meetings/process for scheduling school events and school facilities ○ Complete webpage links to individual course outlines and picture/artwork pages on individual teacher website • May/June <ul style="list-style-type: none"> ○ Include VAPA department head to master schedule planning ○ Update promotional chart/pamphlet of WHS VAPA course offerings ○ Possess information regarding 2012/2013 individual VAPA course district funding

WHITTIER HIGH SCHOOL - 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
Partnerships & Collaboration CATHERINEBRUNEL/M AGGIE TORBET	<ul style="list-style-type: none">• September-June<ul style="list-style-type: none">○ Initiate WHS site-specific plans for participation in district-wide arts performance/show/presentation○ Ensure VAPA student representative involvement in stakeholder groups, i.e. ASB, PTSA, School Site Council, etc.○ Participate in established programs affiliated with WHS, i.e. CAPP advisory committee and courses, PREP school year/summer courses, etc.○ Create a list of community arts resources and contact

WHITTIER HIGH SCHOOL 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 2
<p>Philosophy & Content</p> <p>CATHERINE BRUNEL/MAGGIE TORBET</p>	<ul style="list-style-type: none"> • August/September <ul style="list-style-type: none"> ○ Implementation of adopted district Arts For All plan including VAPA vision and WHS Site Arts plan by Administration and counselors ○ Commitment to schedule and fund substitutes for all VAPA teachers for each District VAPA meeting • October <ul style="list-style-type: none"> ○ Schedule and fund substitutes for VAPA teachers for best practice and curriculum writing Semester I • January <ul style="list-style-type: none"> ○ Acquire administrative support of VAPA presentation during future Math Day • February <ul style="list-style-type: none"> ○ Schedule and fund substitutes for VAPA teachers for best practice and curriculum writing Semester II ○ Promote VAPA courses as core subjects to students as they choose 2013/2014 courses
<p>Infrastructure</p> <p>CATHERINE BRUNEL/MAGGIE TORBET</p>	<ul style="list-style-type: none"> • August/September <ul style="list-style-type: none"> ○ Provide updated VAPA course pamphlet to WHS administration, staff, and counselors ○ Provide updated VAPA course pamphlets for student perusal in Guidance Office ○ Evaluate, amend as necessary, and implement protocol for streamlined, efficient, and timely distribution of stock and non-stock supplies to individual VAPA teachers ○ Designate one counselor as a VAPA department liaison who will regularly attend VAPA meetings to address VAPA concerns and questions ○ Review and refine policy for placing and adding/dropping students within VAPA courses ○ Update basic contact and teaching information on individual teacher sites ○ Create protocol for automatic inclusion of important VAPA dates and performance information on the WHS main webpage • October <ul style="list-style-type: none"> ○ Create WHS VAPA webpage with links to individual teacher/subject sites ○ Place link to WHS VAPA webpage under WHS homepage Curriculum tab • January/February <ul style="list-style-type: none"> ○ Update promotional student-oriented Power Point presentation outlining 2013-2014 VAPA course offerings ○ Conduct annual practice of promotional student-oriented PowerPoint presentation outlining 2013-2014 VAPA course offerings during Math/English Days ○ Invite district administrators to visit WHS arts classes during third week of February to see process not just product ○ Conduct district walk-through of WHS arts classes • March/April <ul style="list-style-type: none"> ○ Distribute WHS VAPA course description pamphlets to WHS feeder middle schools ○ Review VAPA course descriptions with Administration and counselors prior to students choosing classes for upcoming

WHITTIER HIGH SCHOOL 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 2
	<ul style="list-style-type: none"> ○ academic year <ul style="list-style-type: none"> ○ Refine and implement protocols for scheduling school events and facilities ● May/June <ul style="list-style-type: none"> ○ Refine and implement master schedule planning and protocols ○ Review arts course funding amounts and sources ○ Update promotional chart/pamphlet of WHS VAPA course offerings ○ Possess information regarding 2012/2013 individual VAPA course district funding
<p>Partnerships & Collaboration</p> <p>CATHERINE BRUNEL /MAGGIE TORBET</p>	<ul style="list-style-type: none"> ● September-June <ul style="list-style-type: none"> ○ Implement plan for district-wide arts performance/show/presentation ○ Continue and increase VAPA student representative involvement in stakeholder groups, i.e. ASB, PTSA, School Site Council, etc. ○ Initiate discussions with K-8 feeder schools to promote arts collaboration, i.e. Children’s Theatre, Cardinal Dance Company workshops/performances, etc. ○ Create a list of community arts resources and contact

La Serna High School 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
<ul style="list-style-type: none"> • La Serna High School stakeholders will adopt and implement the District Arts Philosophy. • La Serna High School stakeholders will promote and accommodate participation in VAPA courses and extra-curricular Arts programs for all La Serna students, current and future. 	<ul style="list-style-type: none"> • Plan and implement <i>Value of Arts Education</i> workshop for administrators, counselors and department chairs. • Update Visual and Performing Arts brochures. • Explore 0 Period option for 9th graders. • Explore dance program implementation. • Develop plan for funding of visual arts course materials. • Create and maintain La Serna Arts webpage (course descriptions, photos, video, calendar of events, contact information, etc.) • Create annual facilities usage plan (cafeteria, field, gyms, city theater, Whittier College chapel, et. al.). • Disseminate Arts digital newsletter to all La Serna stakeholders. 	<ul style="list-style-type: none"> • Develop database of future student contact information. • Create and maintain annual collaboration events with middle and elementary school feeder programs. • Create vertical team (elementary through local college) of arts stakeholders for annual meeting. • Create and implement summer arts program for incoming and future La Serna students (musical theater, instrumental music, visual art).

La Serna HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
<p>Philosophy & Content</p> <p>DAVID CARTER, DR. DREW PASSALACQUA, ANN FITZGERALD, RITA STEVENS, ERIC JOHNSON</p>	<ul style="list-style-type: none"> • Department chair will meet with site administrators to discuss site plan.
<p>Infrastructure</p> <p>DAVID CARTER, DR. DREW PASSALACQUA, ANN FITZGERALD, RITA STEVENS, ERIC JOHNSON</p>	<ul style="list-style-type: none"> • All elements of infrastructure will be discussed with administrators before Action Planning Calendar is established.
<p>Partnerships & Collaboration</p> <p>DAVID CARTER, DR. DREW PASSALACQUA, ANN FITZGERALD, RITA STEVENS, ERIC JOHNSON</p>	<ul style="list-style-type: none"> • La Serna Arts teachers will meet in the fall to discuss implementation of calendar.

FRONTIER HIGH SCHOOL- 3 STRATEGIC DIRECTIONS

Philosophy & Content	Infrastructure	Partnerships & Collaboration
<ul style="list-style-type: none"> • Clarify course descriptions and course titles to ensure that classes are aligned to district standards. 	<ul style="list-style-type: none"> • Offer advanced art classes to provide more challenging curriculum to students, and allow for more ambitious projects such as mural painting. • Work with counselors to promote advanced art class and enroll students. • Arts Funding- Work with administration to ensure that sufficient “Arts Grant” funding (now in general fund) is set aside for arts supplies and equipment. Look into other sources (donations, grants, etc.). • Continue to increase the variety of arts opportunities available to students through more available equipment and supplies (e.g. kiln, screen printing, airbrushing, etc.) including professional development to provide support for implementation. 	<ul style="list-style-type: none"> • Continue to develop partnerships with other arts teachers in the district. • Contact Elementary/Middle School arts teachers to investigate possible collaboration. • Involve families of students in the Arts through an Arts Night/Art Show, possibly at the annual Open House. • Work with the LEARN program to create a partnership between Visual Arts and after-school performing arts programs, for mutual support and enrichment. • Organize another Teacher Art Show.

Frontier HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS	YEAR 1
<p style="text-align: center;">Philosophy & Content</p> <p>SUSIE MATUTTI, CYNTHIA NALBACH, ROBERTO TAMAYO</p>	<ul style="list-style-type: none"> • Meet with registrar and counselors to clarify titles used for art courses and decide what course title to use for advanced art class.
<p style="text-align: center;">Infrastructure</p> <p>CYNTHIA NALBACH, GABE MORMAN, ROBERTO TAMAYO DISTRICT MAINTENECE DEPT.</p>	<ul style="list-style-type: none"> • Offer at least 1-2 advanced art classes during the school year, preferably during 2-hour blocked ICB sessions. • Meet with Principal to create a written plan for future funding of the arts at Frontier High School. • Continue to investigate the purchase of a kiln and/or other equipment for use by FHS arts classes.
<p style="text-align: center;">Partnerships & Collaboration</p> <p>CYNTHIA NALBACH, SUNSHINE ZUNIGA</p>	<ul style="list-style-type: none"> • Display artwork at the annual Open House, and provide simple arts enrichment activities for students and families. • Begin to develop a list of supportive contacts in the community and at elementary/middle school sites. • Work with District arts teachers (& possibly involve elementary/middle school districts) to plan a Teacher Art Show/Performance.

Frontier HS 2011-2012 Action Planning Calendar

CAT-TEAM MEMBERS

YEAR 2

Philosophy & Content

Infrastructure

CYNTHIA NALBACH, GABE MORMAN, ROBERTO TAMAYO

- Offer at least 2-3 advanced art classes during the school year, preferably during 2-hour blocked ICB sessions.

Partnerships & Collaboration

BUDGET IMPLICATIONS FOR THE BOARD ACTIONS

Board Actions Prioritized	Budget Implication	Policy Implications	Half Measure	Full Ask
Support VAPA as core subjects and clarifying our philosophy of Arts education (district level)	N/A	N/A	N/A	YES
Provide access for all students to have 4 years sequential arts	YES Course sections	N/A	25% - Increase arts enrollment 9. And 10. Grade to 50% of each grade level district-wide	YES
Create policy for master schedule (add/drop students)	N/A	YES	YES	Tier 1 of master scheduling includes arts student and their impacted schedules
Require students to have 2 years art education	YES	YES	2 years	3 years
Require mandatory VAPA meetings 2X per year with pull out days	YES	N/A	2 per year	Funded per quarter 4 per year
Designate 1 counselor for VAPA dept. as liaison and conversant in course descriptions	N/A	N/A	N/A	Partially done (Whittier, Santa Fe)
Fund a district grant writer \$4-5000	YES	Other subjects don't need/have grant writers	\$2500	\$5000
Send district admins and teachers to national art conference for admins	YES	N/A	Teachers funded conference	Teachers and admins full funded conference

CAT TEAM LIST WUHSD 2010-2011

1. Jeanie Mchatton, arts coordinator
jeanie.mchatton@wuhsd.k12.ca.us
2. David Carter, La Serna HS, dept. chair
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3. Catherine Brunel, Whittier HS, drama teacher
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4. Carey Furnish, Pioneer HS, band teacher
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5. Lori Eshilian, Whittier HS, principal
lori.eshilian@wuhsd.k12.ca.us
6. Lindsey Hood, California HS, dept. chair
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7. Cynthia Nalbach, Frontier Cont. HS, visual art teacher
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8. Jessica Guiragossian, Santa Fe HS, visual arts teacher
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9. Evan Mooney, Pioneer HS, dept. chair, choir teacher
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10. Jennifer Sanchez, Pioneer HS, dept. chair
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11. Maggie Torbet, Whittier HS, teacher
Maggie.torbet@wuhsd.k12.ca.us
12. Dan Hawkins, California HS, teacher
Dan.hawkins@wuhsd.k12.ca.us
13. Dennis McGonagle, local artist and elementary school teacher
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