

**Laguna Beach Unified School District  
Strategic Arts Education Plan**

<b>Goal 1: Curriculum and Pathways</b>				
<b>To design a comprehensive K-12 standards-based curriculum offering students access to knowledge and skills from a broad spectrum of visual and performing arts pathways</b>				
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Funding Implications</b>
Year 1	Analyze the alignment of current curriculum with State arts standards	A comprehensive K-12 standards-based curriculum in visual and performing arts that incorporates the four C's: critical thinking, communication, collaboration, and creativity	VAPA Coordinator	.20 FTE
Year 2	Develop articulation plan in each of the four arts disciplines		Assistant Superintendent	
Year 2	Align Art Masters program with grade level standards			
Year 1	Research standards-based instruction of dance within PE classes	All CTE and Arts teachers are properly certified	Assistant Superintendent  VAPA Coordinator  College and Career Specialist	.20 FTE
Year 1	Provide PE teachers with Arts Advantage dance training.			
Year 2	Research addition of dance, music, theatre, and visual arts instruction into elementary curriculum/			

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Year 1	Identify CTE courses and pathways in collaboration with ROP and community colleges	Students have the opportunity complete CTE pathways and earn relevant certifications	CTE Coordinator Assistant Superintendent	None
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<b>Goal 2: Cross-Curricular Integration</b>				
<b>To provide opportunities for students to connect and integrate the arts across academic disciplines.</b>				
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Funding Implications</b>
Year 1	PLCs identify opportunities and develop plan for arts integration at each grade level.	Students will receive a well-rounded education supported by extension of the arts into all content areas.	Department Chairs	Coordination time
Year 1	Provide professional development towards utilizing artistic strategies across modalities at the grade level for primary schools and in cross-curricular PLCs for secondary schools.	Individual learning styles and needs will be better accommodated by providing the opportunity for each student to learn across modalities utilizing artistic strategies.	VAPA Coordinator	<u>Staff time:</u> Primary = 12 teachers; TMS = 10 teachers LBHS = 10 teachers, (2 each: Language Arts, Social Studies, Math, Science, Art)
Year 2	Implement an annual arts-integrated project-based learning activity across curricular boundaries	Students will learn effective collaboration in pursuit of a common goal, thus leading to an improved school climate, culture, and sense of community.	Dept. Chairs	<u>Staff time:</u> Dept. Chairs VAPA Coordinator Site administrator (Extant PBL PD)

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<b>Goal 3: Comprehensive Learning Environment</b>				
<b>To provide students with learning spaces and materials, including technology, that promote high quality learning experiences in the arts.</b>				
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Funding Implications</b>
Year 1	Examine course descriptions to determine necessary supplies and equipment	All disciplines have the appropriate equipment and materials for student learning specific to grade level standards	VAPA Coordinator	.20 FTE
Year 2	Identify technology resources to support student learning		Assistant Superintendent	
Year 3	Purchase required supplies and equipment  Maintain inventory records for repairs and replacement		Department Chairs  Chief Technology Officer	
Year 1-3	Evaluate current facilities/spaces	Students have access to functional and appropriate spaces for instruction	Business and Facilities Administrators	Facilities
Year 2	Research facilities/spaces requirements for each discipline/grade level		Principals	
Year 2	Create/allocate spaces to accommodate specific needs			
Year 1	Identify teacher/student needs for space and prioritize, including sound abatement and utilization of outdoor spaces; subsequent implementation.	Dedicated, modern spaces and supporting facilities for all sites	Facilities Director Principals	None

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**Goal 4: Community Partnerships**  
**To partner with and utilize community resources in order to enhance the arts education programs.**

<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Funding Implications</b>
Year 2	Identify and utilize community arts organizations with the potential to support school programs	Mutually beneficial relationships with community organizations	VAPA Coordinator	FTE .20 Buses for field trips Admission fees
Year 1	Identify and document current programs with community organizations	Student learning is augmented and demonstrated through partnerships projects		
Ongoing	Recognize partnerships publically	Students are aware of community resources and career opportunities for lifelong appreciation of the arts		
Year 2-3	Explore potential for student internships with community partners			
Ongoing	Monitor practices and evaluate results in order to sustain programs			

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<b>Goal 5: Professional Development To provide teachers opportunities to enhance skills and knowledge</b>				
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Funding Implications</b>
Year 2	Inform all educators and administrators of the newly adopted District VAPA Plan	All staff responsible for arts education will be informed of the mission, goals, and action steps for VAPA education	Assistant Superintendent Principals Arts Advisory Committee VAPA Coordinator	None
Year 1 Year 1-3 Year 1 Ongoing	Develop timeline for trainings and implementation  Provide K-5 teachers professional development in support of standards-based instruction including Arts Advantage training  Establish Professional Learning Communities for secondary arts teachers  Teachers provide feedback to determine needs for future training opportunities	Students will have access to expert teachers in their field  Teachers will utilize best practice in the arts  Teachers have time for practice, revision and reflection	Arts Advisory Committee Assistant Superintendent Teachers VAPA Coordinator	Registration fees Materials Substitutes Additional Hourly
Year 3	Create units of study	There is a consistent and coherent curriculum across grade levels and departments	Assistant Superintendent VAPA Coordinator Teachers	

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<b>Goal 6: Staffing, Scheduling and Leadership</b>				
<b>To establish leadership structures to implement a successful VAPA curriculum K-12</b>				
Timeline	Action Step	Outcome	Person Responsible	Funding Implications
Year 1	Create position of VAPA TOSA	There is a qualified assigned person to coordinate VAPA programs	Assistant Superintendent Director of HR	.20 FTE
Year 2	Explore expansion of the VAPA TOSA to full-time position			1.0 FTE
Year 1	Form an Arts Advisory Committee (see graphic)	Leadership monitors implementation and progress of arts plan	Assistant Superintendent VAPA TOSA	Release time
Year 2	Schedule Arts Advantage training opportunities	There is an established and effective framework for implementation of VAPA curriculum		
Year 2	Explore hiring credentialed art teacher for elementary schools	Determined the need and feasibility		