

Five Year Strategic Arts Plan

2022-2027

The Development of the strategic plan for arts education is a partnership between the LA County Department of Arts and Culture, Arts Education Collective and the Acton Agua Dulce Unified School District.

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Acton Agua Dulce Unified School District Arts Education Background

Acton Agua Dulce Unified School District is a small rural school district located in the Antelope Valley. We have an enrollment of 952 students, K-12 across three school sites (elementary, middle and high school). A Music Lead Teacher spearheads our music program and is funded through a local partnership with ASMO (Acton School Music Organization). The partnership supports implementing recorder lessons at the elementary school and a local Spring and Winter concert where students perform and demonstrate their skills in receiving beginning choir and instruments. Throughout the year the students receive skill building instruction in music with the Music Lead Teacher.

At High Desert Middle School and Vasquez High school, we have a music instructor that has a handbells program in place. We also provide a dance program (Dance Team) where students receive skills in dance to practice and compete with other schools. Our High School has an amazing culinary program and a performing arts theatre class that is provided throughout the year.

Based on the foundational arts programming that exists within our district, leadership is committed to expanding and deepening arts instruction (music, theatre, visual arts, dance and media arts) in order to provide equitable access to all of our students through multiple artistic symbol systems.

We began our partnership with the LA County Department of Arts and Culture/Arts Ed Collective in the fall of 2021. **In October 2021, Acton Agua-Dulce USD** convened an Arts Planning Committee of diverse constituents from within the district and community, to develop a five-year strategic plan for arts education. Through a consensus building process, the following vision elements were created to begin advancing K-12 arts instruction across school sites:

With the five year plan, the district strives to implement the following:

- District level coordination and advocacy for the arts
- Dynamic, reciprocal community involvement and partnerships
- Access to comprehensive K-12 music instruction
- High quality instructional arts programs for ALL students
- Immersive interdisciplinary experienced-based arts education
- Sustainable, ongoing funding and dedicated spaces for the arts
- Ongoing and practical professional development
- Collaborative, consistent and inclusive opportunities to showcase visual and performing arts

*The Arts Strategic Planning Team of Acton-Agua Dulce Unified School District identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for the District.*

Strengths *Momentum Towards Vision*	**Challenges** *Forces Resisting Our New Direction*
• Strong funding reserve levels • Dedicated and strong leadership across the district • A Superintendent who values and supports the arts • The size of the district (three school sites) and its long history • Strong community involvement • Dedicated teaching staff • Resilience and staying power for keeping the arts alive • Some great arts programs already in place (music, recorder, handbells, dance) • Acton Schools Music Organization • Classified staff who are fully committed • Unique community with individuals who work in the industry • Professional artists in the community • Proximity to other districts with flourishing arts programs • Staff who has a connection to the Young Americans Performing Arts Group • A passionate and flexible student body	• Frequent change in leadership • Insufficient amount of student interest • A disconnect between the schools and community • High rates of teacher and administrative burnout • Insufficient dedicated spaces for the arts • Competing priorities • Insufficient supplies and equipment • The size of the district limited programming and expansion • A restricted amount of faculty to teach the arts • No direct instruction in the arts at the high school; the arts are limited to a club, after school or at lunch • Outside of music, there is limited instruction in other arts forms at the elementary • At the middle school music instruction is delivered to only 5-6 grades • Declining enrollment is an issue • Limited or sporadic family involvement • Inequitable access due to economic disparity

Opportunities *Untapped Resources*
• Creating a community involvement plan will address challenges of equitable access • Building a communication system to bridge the gaps • Opportunity to create a modernistic and consistent program aligned to standards • An opportunity to introduce students to careers in the arts • Engage the experts and artists in the community • Create space for arts integration and Social Emotional Learning (SEL) in curriculum in order to engage students across subjects

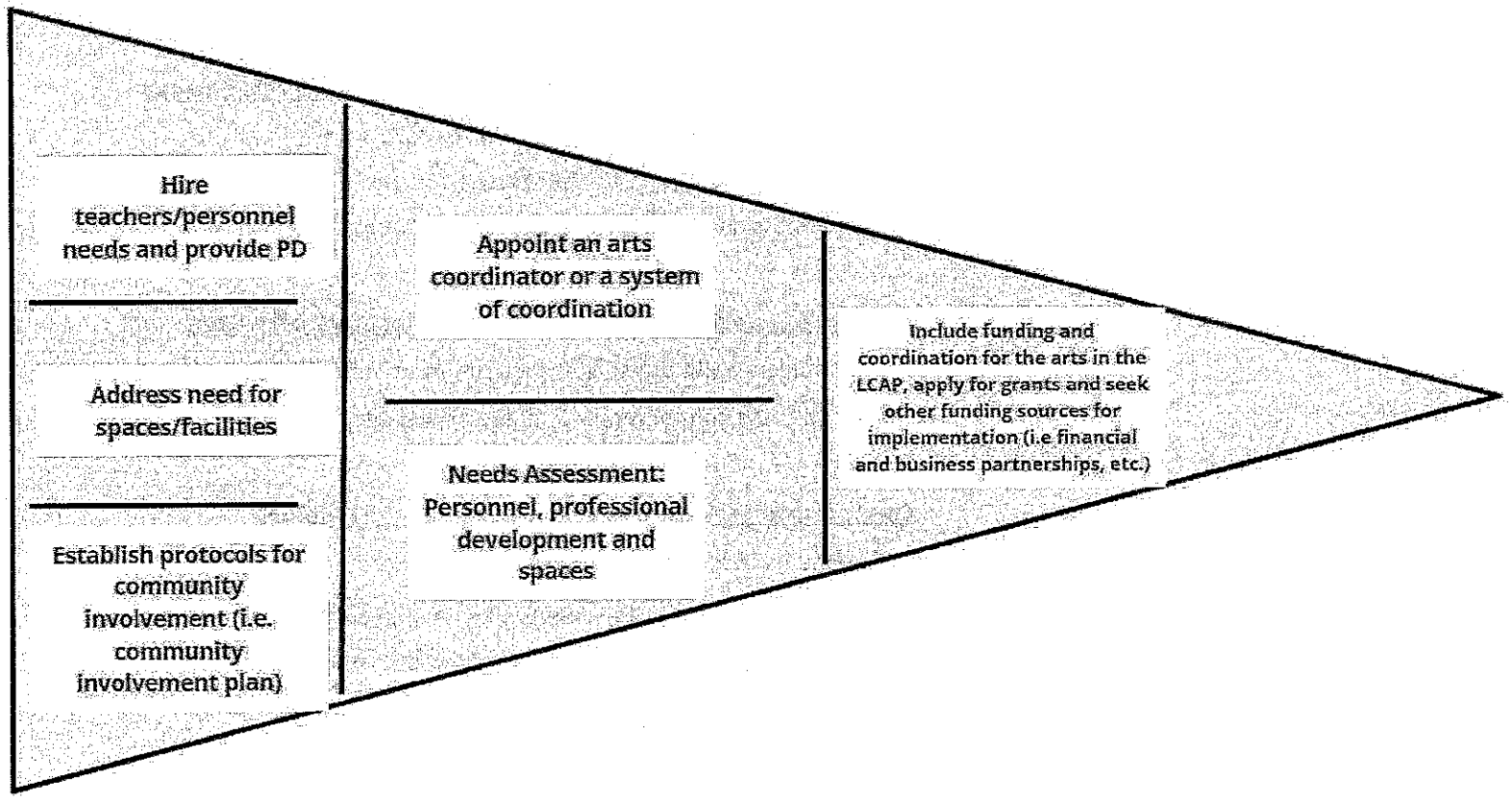
STRATEGIC DIRECTIONS

To guide the new plan and to address the challenges, the committee reflected on the following question: *What creative and innovative actions can we take to address our challenges and move toward our vision?* As a result, the following strategic directions and goal areas were developed to frame plan implementation:

STRATEGIC DIRECTION	**Implement a Well Rounded, Sustainable, and Equitable Arts Program**
Goal 1	Create a robust and articulated trajectory of arts learning
Goal 2	Implement sustainable and equitable arts instruction
Goal 3	Provide professional development and resources for teachers, staff, and administrators
STRATEGIC DIRECTION	**Foster and Strengthen Community Partnerships and Involvement**
Goal 1	Support students with a lifelong appreciation for the arts and access to creative pathways
Goal 2	Partner with the community to implement and deepen arts instruction and experiences
STRATEGIC DIRECTION	**Create Ongoing Administration, Coordination, and Funding**
Goal 1	Build systems of communication and coordination
Goal 2	Secure funding for resources, equipment, and programming
Goal 3	Establish designated and appropriate spaces for the arts

PRIORITY WEDGE

Looking to the future and implementing goals within the 2021-2026 arts plan, the committee identified the highest leverage implementation actions to focus on. The areas below articulate the ***first (front of the wedge),*** *second (center)* and ***third level (back)*** priorities.



Phase I/Years 1 Implementation Plan 2022-2023				
Strategic Direction: Create Ongoing Administration, Coordination and Funding				
GOAL: Secure funding for resources, equipment and programming				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Incorporate arts priorities and identified actions in LCAP (Ongoing)	❑ Prepare to present arts plan to LCAP committee	Assistant Superintendent of Business Services	No cost	Board approval of arts actions embedded in LCAP; Evidence of funding tied to key actions/priorities
Assess equipment and curriculum needs. Purchase equipment and identify curriculum as needed (ongoing)	❑ Create assessment checklists and share with each school site ❑ Select someone at each site to complete the assessment ❑ Based on assessment, outline purchase and curriculum needs and share with leadership ❑	Arts TOSA Assistant Superintendent of Business Services	$50,000 (non-personnel)	Assessment checklist and outline report completed Evidence of expanded resources (e.g. instruments, curriculum, etc.) In
Apply for the LA County Arts Ed Collective Advancement Grant (Ongoing)	❑ Identify focus for Advancement Grant ❑ Complete and submit application	Arts TOSA Assistant Superintendent of Business Services	No cost	Grant written and submitted Potential award allocated
Set funds aside for visual and performing arts field trips and/or residencies (Ongoing)	❑ Determine priorities and preferences for visual and performing arts fields trips (e.g. cultural relevance, grade level themes, standards basedS)	Arts TOSA Assistant Superintendent of Business Services	(Funds assigned in LCAP	List of field trip options and opportunities All students participated in at least one visual or performing arts field trip per year

GOAL: Build systems of communication and coordination				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Identify a District Arts TOSA	❑ Create job and responsibility profile ❑ Post for the position ❑ Recruit and establish TOSA position	Assistant Superintendent of HR	Approximately $75,000	Teacher hired to serve as TOSA in place
GOAL: Establish designated and appropriate spaces for the arts				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Implement Board approved Maker Space at Meadowlark	❑ Set up logistics for utilizing the Maker Space ❑	Assistant Superintendent of Business Services Maintenance and Operations Supervisor	$150,000	Construction finished and space available and ready for use in the 2022-2023 school year
Create a music classroom at the elementary school	❑ Identify location of music classroom and establish music schedule	Site principal Maintenance and Operations Supervisor	No cost	Music classroom is established and music instruction is expanded and ongoing
Share designated spaces across all three sites for arts instruction and performances	❑ Set up a communication plan for cross sharing spaces (programming schedules and needs for each site)	Arts TOSA Site principal	No cost	Arts instruction and performances happening across all three sites

Strategic Direction: Implement a Well Rounded, Sustainable and Equitable Arts Program				
GOAL: Create a robust and articulated trajectory of arts learning				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Create a standards based learning map for each grade level cluster *Music & Theatre*	❑ Establish a sub-committee to develop the standards based learning map for each grade level cluster ❑ Receive approval from school district board	Arts TOSA Site Principals	Extra duty hours TBD	Expanded arts offerings at the elementary and HS aligned to the standards-based learning map
Expand/create music and theatre classes at the HS level	❑ Determine what music and theatre classes are needed ❑ Define how the music and theatre classes will be taught (e.g. direct instruction or arts integration)	Arts TOSA HS Site Principal	No cost	New music and theatre classes are established and ongoing An increased number of students have access to music and theatre classes
GOAL: Implement sustainable and equitable arts instruction				
Provide more students with access to culturally relevant residences and experiences at school sites	❑ Identify/research residencies and visiting cultural program experiences to be delivered at school sites	Arts TOSA	Extra duty hours TBD	Expanded offerings and partnerships that provide culturally relevant residences, programming, and experiences

GOAL: Provide professional development and resources for teachers, staff and administrators				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Implement arts integration professional development with a focus on theatre	❑ Identify teachers and/or providers who can deliver appropriate professional development ❑ Calendar PD opportunities	Arts TOSA Professional Development Committee	Integrated in Professional Development Budget	Professional development in place and teachers utilizing and applying learning in classrooms

Participate in the arts integration PD, Technology Enhanced Arts Learning (TEAL) https://tealarts.lacoe.edu/	❑ Select K-6 teachers to attend in the training ❑ Receive training dates from LACOE-CDOL and/or Arts Ed Collective Coaches	Arts TOSA	Release time	A group of teachers implementing arts integration strategies and TEAL learning in the classroom
Strategic Direction: Foster and Strengthen Community Partnerships and Involvement				
GOAL: Partner with the community to implement and deepen arts instruction and experiences				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Increase communication with Acton Agua Dulce Arts Council through student or faculty representatives	❑ Identify student and/or faculty representatives to AAD Arts Council ❑ Outline responsibilities and create a system of communication ❑ Uplift the protocols and requirements for community participation with school district (Consider a resource page)	Arts TOSA Arts Council (Acton-Agua Dulce) Chair Information Technology Leads	No cost	At least one faculty or student representative on the Arts Council by spring 2023 Regular reporting by representatives
Determine the skills and assets within the community by disseminating a survey	❑ Disseminate survey in spring 2023	Arts TOSA	No cost	Survey is completed and results analyzed An established community asset map
GOAL: Support students with life-long appreciation for the arts and access to creative career pathways				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Research and identify career pathway resources and opportunities that provide students access to careers in the arts	❑ Create a resource list of career pathway opportunities (film industry, production design, media arts, parents and community members who work in the arts field)	Arts TOSA	No cost	Resource list of career pathway opportunities is established

Phase II/Years 2-3 Implementation Plan 2023-2025				
Strategic Direction: Create Ongoing Administration, Coordination and Funding				
GOAL: Secure funding for resources, equipment and programming				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Purchase/maintain equipment (ongoing)	❑ Develop a school-site resource and equipment tracking system (e.g. checklist) ❑ Determine who will maintain equipment	Arts TOSA Assistant Superintendent of Business Services	Estimated $20,000-25,000	Maintenance of equipment is ongoing and updated equipment added as needed
Designate continuous funding for expanding staff of arts teachers (Ongoing)	❑ Continue to include staffing needs in the LCAP ❑ On a yearly basis assess programming and staffing needs ❑ Create a report of needs based on collected data	Arts TOSA Assistant Superintendent of Business Services Assistant Superintendent of HR	No cost	Increased number of arts teachers on staff Evaluation and assessment report is completed on a yearly basis and demonstrates the effectiveness of programming and staff
GOAL: Build systems of communication and coordination				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Determine needs of music program based on Phase I	❑ Track what additional resources are needed based the expansion of delivering music instruction to more students	Arts TOSA	No cost	The needs of the music program are being met and more students have access to instruments, resources and instruction

Hire an additional music or theatre/performing arts teacher	❑ Create Job description and present to the School Board ❑ Fly the position for hire	HR and Arts TOSA	Estimated at $100K	Position in place and students receiving access to additional music instruction or theatre
Hire a part-time rotating visual arts teacher	❑ Develop Job description and obtain Board approval ❑ Post and recruit the visual arts teacher	Arts TOSA Assistant Superintendent of Business Services Assistant Superintendent of HR	Approx. $35,000 - $40,0000	Visual arts teachers/instructor are in place
GOAL: Establish designated and appropriate spaces for the arts				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Install storage for instruments, supplies and sheet music (Ongoing)	❑ Identify space for storage at each site ❑ Determine who will oversee and maintain the space	Maintenance supervisor	Estimated cost, $25,000	Storage space is in place and is being maintained on a regular basis
Keep Maker Space(s) updated and well stocked (Ongoing)	❑ Establish a list of Maker Space supplies ❑ Ensure budget for supplies is earmarked	Arts TOSA	$2,000-$3,000 /per year	Maker Space is well stocked, functioning as intended and sustained
Strategic Direction: Implement a Well Rounded, Sustainable and Equitable Arts Program				
GOAL: Create a robust and articulated trajectory of arts learning				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Develop a visual arts curriculum that aligns with standards across the grade levels	❑ Engage community partners and providers in the development of or identification existing curriculum models ❑ Include teachers who have participated in the visual arts PD in the planning ❑ Set the timeline and dates for developing curriculum	Arts TOSA	No cost	An articulated visual arts trajectory of learning for each grade level

GOAL: Implement sustainable and equitable arts instruction				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Continue and sustain media arts at high school (yearbook, digital design, video production) (Ongoing)	❑ Document and record all media arts offerings at the high school ❑ Explore which offerings could be offered at the MS ❑	HS Classroom Teacher	Budgeted for in existing teacher's salaries	Deepened media arts learning experiences at the HS with possible expansion to MS
Provide arts integrated learning experiences in theatre and visual TK-12 (Ongoing)	❑ Set and/or calendar collaboration time for teachers ❑ Collect and compile arts integration strategies, lesson and resources	Site Principals in collaboration w/ Arts TOSA	Extra duty/collaboration hours TBD	Evidence of arts integrated learning in student work
Sustain equitable access to music instruction TK-12 (Ongoing)	❑ Create a strategy for addressing and gaps in providing sequential music instruction	Site Principals in collaboration w/ Arts TOSA	Extra duty/collaboration hours TBD	More students receiving music instruction–evidence of more equitable access
GOAL: Provide professional development and resources for teachers, staff and administrators				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Continue professional development in theatre and/or incorporate it into other district level PD offerings (arts integration, etc.)	❑ Identify the teachers who can deliver the PD ❑ Include Language Arts Specialist who are credentialed to teach theatre arts ❑ Determine when PD can be offered	Arts TOSA Professional Development Committee	Ongoing–integrated in to existing PD budget	More teachers are trained to incorporate theatre arts integrated strategies with content
Provide professional development in visual arts (arts integration for elementary)	❑ Seek providers who will deliver PD and/or identify staff who are able to provide PD ❑ Calendar PD opportunities and compile the resources generated from the PD	Arts TOSA Professional Development Committee	Ongoing–integrated in to existing PD budget	Increased implementation of visual arts at the elementary school

Strategic Direction: Foster and Strengthen Community Partnerships and Involvement				
GOAL: Partner with the community to implement and deepen arts instruction and experiences				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Set up community arts day at one school site (Ongoing)	❑ Define the theme and focus of the community arts day ❑ Organize a community arts day planning committee and timeline of commitment	Site Principals Arts TOSA Point person at each site	Extra duty pay for classified staff for set-up and implementation	Well attended community arts day implemented in spring of 2024
Outreach and establish new partnerships to support implementation, provide performances, assemblies and model potential Career Pathways	❑ Develop a resource list of new partners (e.g. theatre groups, unions affiliated with the movie industry and other arts organizations and entities) ❑ Develop a resource list of possible *performance groups*	Arts TOSA	No cost	Database of new partnerships
GOAL: Support students with a life-long appreciation for the arts and access to creative career pathways				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Set up college arts classes at the HS	❑ Identify the types of colleges classes available for HS ❑ Investigate what other high schools or HS districts offer (e.g. Hart School District) ❑ Outline what potential college classes would be ideal for high school students	District Admin, Site Principal Arts TOSA Antelope Valley College Contact	TBD	College arts classes are in place at the high school

Phase III/Years 4-5 Implementation Plan 2025-2027				
Strategic Direction: Create Ongoing Administration, Coordination and Funding				
GOAL: Secure funding for resources, equipment and programming				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Replace and repair damaged supplies, instruments, tools	❑ Based on assessments made in Phase II regarding the maintenance of equipment set budget for replacement and repair	Site Principals Arts TOSA Assistant Superintendent of Business Service	Estimated at $25,000	Equipment and instruments are well maintained and replaced when necessary
Include the expansion of the arts into the Master Schedule	❑ Update the Master Schedule including new arts offerings and obtain Board approval	District Administrators Site Principals Counselor	No cost	Master Schedule includes equitable and expanded arts offerings
GOAL: Build systems of communication and coordination				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Assess and review the five year plan and outline achievements	❑ Create a district level review of arts plan implementation ❑ Report achievements and next steps	Arts TOSA District Administration Arts Committee	No cost	Report of achievements and next steps is completed and distributed to administration and School Board
GOAL: Establish designated and appropriate spaces for the arts				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Assess potential expansion of Maker Space to middle school	❑ Based on the success and model at the elementary level, design middle school Maker Space ❑ Determine the feasibility of space	District Administration Maintenance Supervisor Site Principal	TBD; approximately $100K	Feasibility of the potential expansion of the Maker Space to middle school has been determined

Strategic Direction: Implement a Well Rounded, Sustainable and Equitable Arts Program				
GOAL: Create a robust and articulated trajectory of arts learning				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Investigate expanding PT arts teachers into FT or hire as needed	❑ Access budget need for expansion	District Administration Arts TOSA	TBD based on expansion need	Determination of the budget implication for expansion and the sustainability of this expansion

GOAL: Implement sustainable and equitable arts instruction				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Incorporate expanded offerings in music, theatre, visual arts and media arts (e.g. instrumental instruction, photography, digital design, film, etc.)	❑ Determine the need/interest for additional offerings in VAPA to be added ❑ Access budget need for expansion	Arts TOSA Arts Teachers Site Principals District Administration	TBD	Students have access to additional and expanded arts offerings
GOAL: Provide professional development and resources for teachers, staff and administrators				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Expand teacher professional development to include media arts	❑ Research professional development providers in the media arts and create a provider resource list ❑ Calendar PD dates	Arts TOSA	TBD (based on PD provider cost)	Professional development for teachers in the media arts is delivered Evidence of how teachers are integration media arts in the classroom

Strategic Direction: Foster and Strengthen Community Partnerships and Involvement				
GOAL: Partner with the community to implement and deepen arts instruction and experiences				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Establish a regular practice of inviting performance groups to school sites	❑ Create a schedule of performances in the school calendar to be implemented at sites (e.g. pep rallies, artist in residence, open house, etc.)	Arts TOSA Site Principals Maintenance Supervisor	TBD	Performance groups providing additional experiences in the arts as students are receiving direct instruction in arts disciplines
GOAL: Support students with a life-long appreciation for the arts and access to creative career pathways				
Actions	**Tasks**	**Point Person(s)/ Group responsible**	**Budget Implications**	**Measurable Outcome**
Set up Internship Program with local arts organizations and industry related community members and partners	❑ Create a resource list of approved community member participants and local art organizations for possible internships	Arts TOSA District Administration	TBD	Students participating in internships and sharing learning
Create a Creative Economy Career Day for Middle School and High School students	❑ Identify staff to lead and organize ❑ Gain support from community partners on who to include in Career Day ❑ Ensure that diversity exists within the career options represented ❑ Link up with the City of Santa Clarita in the establishment of a Creative Economy curriculum as a resource for creating Career Day	Arts TOSA Site Principals District Administration	TBD	Creative Economy Career Day is held for middle and high school students

APPENDIX

Vision Workshop Documentation

Strategic Directions Workshop Documentation

Acton-Agua Dulce Unified School District Practical Vision for the Arts

Answering the question – "If all things were possible, what would we want to see in our District in five years in arts education?"

Collaborative, consistent and inclusive opportunities to showcase visual and performing arts	Access to comprehensive Pre-K-12 music instruction	High quality instructional arts programs	Immersive inter-disciplinary experienced-based arts education	Dynamic, reciprocal community involvement and partnerships	Sustainable, ongoing funding and dedicated spaces for the arts	Ongoing and practical professional development	District level coordination and advocacy for the arts
Regular performances & exhibits by students	Band/ choir/ marching band concert band	Well rounded arts program	Arts/music appreciation/ field trips	Engage local talent to enhance programs	Sustainable funding for long term	Training for teachers in arts integration	District-wide advocacy for the arts
Student led arts offerings	Establish instrumental instruction at elementary	Integrated programs- full production lighting scenery etc.	Experience by watching- exposure to the arts	Community awareness of importance of the arts	100% commitment to program without interruption	Teacher buy-in	Create an arts leadership team
Performance arts/ drama/vocal/ maker space	Instruments at all levels	Graded based on effort and participation	Varied arts classes - opportunity for all interests		Dedicated spaces for all VAPA disciplines	Easy access to arts learning resources	Secure and allocate funding for the arts
High School dance team	Any kind of instrumental program	Qualified instructors in all arts	Art, dance, music, media, film, theatre		Arts instruction not tied to single teacher		
Opportunities to perform starting elementary	Elementary to high school band	Studying the work of the masters/ quality instruction					
Theater/ Drama/school wide/ community wide performances							

Strategic Directions Workshop Answering the question – "What creative, innovative actions can we take to address our challenges and move toward our vision?" This workshop generated the **goal areas** and **infrastructure pillars** (strategic directions) for the arts plan.

Creating a robust and articulated trajectory of arts learning • Create opportunities for kids to explore different arts (change classes each semester/week, etc.) • Create during school and after school classes • Integrate arts into the curriculum • Create actual classes at the high school • Create appropriate and cohesive arts education at all levels • Create after school or lunch mini sessions in visual arts, dance and theatre	**Implementing sustainable and equitable arts instruction** • Develop a program that is maintained through leadership changes • Sustained funding for all arts disciplines (visual arts, music, theatre, dance and media arts) • Build and sustain a comprehensive TK-12 arts program • Increase the number of field trips per site	**Providing Professional Development and resources for teachers, staff, and administrators** • Arts integration training for elementary and middle school teachers • Create learning opportunities for Principals	**Implement a Well Rounded Sustainable and Equitable Arts Program**
Building systems of communication and coordination • Build a communication system to bridge gaps • Establish arts coordination for the district	**Securing funding for resources, equipment and programming** • Purchase equipment • Assess curriculum needs • Sustain and grow the funding for music teachers and specialist in other arts discipline	**Establish designated and appropriate spaces for the arts** • Maker Space at Elementary School • Maintain and build performing arts spaces	**Create Ongoing Administration, Coordination and Funding**
Support students with a life-long appreciation for the arts and access to creative career pathways • Introduce students to career in the arts	**Partner with the community to implement and deepen arts instruction and experiences** • Survey community and outreach to college students to see who can volunteer time to share skills • Have different local groups perform at pep rallies • Bring community into school district and the Arts Council • Create a community involvement plan • Community Career Day for the arts • Build with the community, free after school group performances		**Foster and Strengthen Community Partnerships and Involvement**

Acton-Agua Dulce Strategic Arts Plan Team Members

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