

**Anaheim Union High School District
Strategic Plan for Arts Education 2016–2020**

“The Arts and Sciences, essential to the prosperity of the State and to the ornament of human life, have a primary claim to the encouragement of every lover of his country and mankind.”

–George Washington

BACKGROUND INFORMATION

During the 2006-07 year, Orange County Department of Education (OCDE) launched an initiative designed to ensure that every K-12 student in Orange County, California, would receive a comprehensive, sequential, standards-based Arts Education program that includes dance, music, theatre, and visual arts. OCDE asked that each participating school district develop a plan based on the *Visual and Performing Arts Framework for California Public Schools Grades K-12*, which aims to “accelerate and sustain visual and performing arts for all learners.” Orange County school districts with strategic Arts Education plans would also qualify for local grant opportunities. In response to the OCDE initiative, the District developed a Strategic Plan for Arts Education, and approved Board Policy 7605, Arts Education on June 4, 2009.

During the 2015-16 year, the District was awarded an Orange County Arts Education Collaborative Fund grant for \$10,000, which in part was to support the development of a new Strategic Plan for Arts Education. The Director of Special Programs, Visual and Performing Arts (VAPA) Department Chairpersons, and VAPA Task Force participants developed the Strategic Plan for Arts Education 2016–2020. The new plan is based on current District needs and is aligned with the District’s Local Control and Accountability Plan (LCAP).

BOARD POLICY 7605, ARTS EDUCATION

The Board of Trustees recognizes that by studying visual and performing arts, students learn to develop initiative, discipline, perceptual abilities, and critical thinking skills that provide twenty-first century learning necessary for jobs and careers in all areas of life. The Board of Trustees believes that access to a comprehensive arts education program is an integral part of the education provided to students in all grades.

The District’s comprehensive arts program shall include a written, sequential, standards-based curriculum in dance, music, theatre, and visual arts. Students shall have opportunities to improve artistic skills, create and/or perform original works, acquire an appreciation of the arts from many eras and cultures, and develop an intellectual basis for making aesthetic judgments.

If funding becomes available, the Board of Trustees will support the selection of a qualified arts coordinator who will provide leadership, vision, planning, and resources for the District. The coordinator will work with an arts committee that will develop the comprehensive arts education program. The committee shall include representation from education, business, and arts communities.

The Board of Trustees supports collaborations with institutions of higher education, businesses, and community arts agencies, and is committed to providing the necessary time, staff, and financial resources in order to fulfill the District’s part in these school-community partnerships.

The Board of Trustees acknowledges the importance of effective, high-quality, ongoing professional development in arts education. Certificated staff, administrators, and counselors will be provided opportunities to become knowledgeable about curriculum developments in the arts and strategies for delivering a comprehensive, standards-based arts program to students.

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"At Boeing, innovation is our lifeblood. The arts inspire innovation by leading us to open our minds and think in new ways about our lives—including the work we do, the way we work, and the customers we serve."

*–W. James McNerney, Jr., Chairman, President, and Chief Executive Officer,
The Boeing Company*

STATE AND FEDERAL TRENDS

During the years of the recent recession and recovery period, 2007 through 2012, the District made a tremendous effort to maintain its Visual and Performing Arts (VAPA) programs, even during several years of deep budget cuts. During years of 2008 through 2012, state education funding to schools was reduced significantly (Ron Bennett et al., 2015). The District continues to offer choral music, instrumental music, dance, theatre, and visual arts programs. However, some of these programs were reduced and/or not supported at pre-recession levels.

Beginning in the 2014-15 year, with the restoration of funding through the Local Control Funding Formula (LCFF), the District committed to providing some additional support for VAPA programs. Through the development of the LCAP, access to VAPA programs was identified as a need, which was then included in Action 1.6 of the plan.

LCAP Goal 1: All students will demonstrate college and career readiness, Action 1.6

Refine school scheduling structures, so that all students have the opportunity to participate in broad courses of study, which includes: Science, Technology, Engineering, Arts, and Mathematics (STEAM), Visual and Performing Arts (VAPA), Career and Technical Education (CTE), and World Languages, because current school structures restrict some students from accessing broad courses of study and/or restrict access to STEAM, VAPA, CTE, and World Languages.

The need for student access to broader courses of study is also aligned with the federal *Every Student Succeeds Act of 2015*, which refutes the narrow focus of the former *No Child Left Behind Act of 2001*, and references the importance of VAPA as part of a well-rounded education. The following excerpt from U.S. Education Secretary, John B. King, on April 14, 2016, describes the importance of a well-rounded education.

The good news here is that, with the passage of the *Every Student Succeeds Act*—the welcome replacement of the *No Child Left Behind Act* law—the opportunity to widen how we understand educational excellence is suddenly ripe. It's a great chance to right the balance in places where the learning focus has become too narrow—and to do so in ways that expand, not dilute civil rights.

Because the simple fact is, every kid in this country needs and deserves access to the subjects that go into being a well-educated person.  **Music and art;** world languages; physics, chemistry and biology; social studies, civics, geography, and government; physical education and health; coding and computer science—these aren't luxuries that are nice to have. They're what it means to be ready for today's world.

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“The over-arching goal of reinstating the Arts at the core of education for all students in California public schools includes providing discipline-specific arts education, as well as engaging the power of arts learning across the curriculum. Research supports the claim that arts education will result in students who are more creative, innovative, and ready to meet the challenges of the 21st century economy.”

–Otis College of Art and Design, Otis Report on the Creative Economy for California and the Los Angeles Region

DEVELOPMENT OF CURRENT ARTS PLAN

During the 2015-16 year, the District’s VAPA Chairpersons provided valuable input regarding the development of a Strategic Plan for Arts Education, with the goal of addressing the District’s current VAPA program needs. Additionally, the Board of Trustees requested that a **VAPA Taskforce be established to examine immediate facilities’ needs.** The taskforce consists of VAPA Department Chairpersons, and ad hoc committees comprised of selected VAPA representatives to address specific issues as they arise.

Research and discussions that occurred among these groups, and also within content specific VAPA Professional Learning Communities (PLCs), have led to the development of this plan which is divided into the following priority areas:

1. Curriculum and Instruction
2. Professional Learning and Training
3. High Quality Facilities and Equipment
4. Support for District VAPA Events

The plan is organized by priority area and contains goals and actions related to the current needs of students and VAPA staff. The plan has been developed in the spirit of ensuring that students receive rich and comprehensive experiences across all VAPA disciplines that are aligned with the most current arts standards, frameworks, and instructional models, such as National Core Art Standards (National Coalition for Core Arts Standards, 2014), the Framework for 21st Century Learning (Partnership for 21st Century Skills, 2009), and Conley’s Four Keys to College and Career Readiness (Conley, 2014)¹.

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“...there’s evidence that kids get better at math when they’ve taken classes that make the connection between STEM and the Arts—and that when they’ve had certain courses in the Arts, kids can grow in self-confidence, and linguistic skills, as well as in creativity.”

–John B. King, U.S. Education Secretary

PRIORITY AREA 1: CURRICULUM AND INSTRUCTION

Per Board Policy 7605: “The District’s comprehensive arts program shall include a written, sequential, standards-based curriculum in dance, music, theatre, and visual arts. Students shall have opportunities to improve artistic skills, create and/or perform original works, acquire an appreciation of the arts from many eras and cultures, and develop an intellectual basis for making aesthetic judgments.”

Currently, District VAPA curricula adhere to Board Policy 7605, and are aligned with current state-level frameworks and content standards. The *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve* was published in 2004, and the *Visual and Performing Arts Content Standards for Public Schools Prekindergarten through Grade Twelve* was published in 2001. Although National Core Art Standards, i.e. national VAPA standards, were published in 2014, the state has yet to update its VAPA framework and content standards, and/or adopt the national standards. When the new framework and content standards are published, the VAPA Department will need to evaluate to what extent District VAPA curricula will need to be revised.

Fortunately, the current state-level VAPA framework and content standards are not inconsistent with the spirit of the national standards. Both state and national standards emphasize the “Four Cs”² addressed in the Framework for 21st Century Learning, and also the skills addressed in Conley’s Four Keys to College and Career Readiness. However, the national VAPA standards are much more up-to-date in terms of how technological advances have impacted the skills and processes that VAPA students are expected to develop, know, and use.

Therefore, Goal 1 of the Strategic Plan for Arts Education, 2016-2020 has to do with refining systems, policies, procedures, and practices that the District currently has in place, such as hiring practices, curriculum, and instructional models/practices with respect to VAPA programs.

Goal 1: Ensure that all students have a standards-based, sequential arts education, taught by appropriately credentialed and highly effective teachers.		
Actions	Strategies	Timeline
1.1 Continue to recruit and retain qualified VAPA teachers.	<ul style="list-style-type: none"> • District continues to hire appropriately credentialed VAPA teachers as open positions become available. • VAPA Department helps to support the recruitment and hiring process. <ul style="list-style-type: none"> ○ For example, in 2015-16 VAPA Department Chairpersons created a bank of VAPA interview questions to assist with the technical portion of the interview process. 	Ongoing

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<p>1.2 Continue to review and refine/align VAPA curricula in accordance with all current state adopted framework and content standards, as well as with national standards.</p>	<ul style="list-style-type: none"> • Continue to refine VAPA curricula to support District initiatives, such as the District’s Writing Journey. • Continue to update and/or refine VAPA curricula to support all current state and national frameworks and standards. 	<p>Ongoing</p>
<p>1.3 Continue to implement instructional models that are sequential and standards-based.</p>	<ul style="list-style-type: none"> • Refine instructional practices, as needed, to support alignment with all current state and national frameworks and standards. 	<p>Ongoing</p>
<p>1.4 Continue to offer VAPA courses that meet UC/CSU admissions requirements.</p>	<ul style="list-style-type: none"> • Refine curriculum and instructional practices, as needed, to continue to meet UC/CSU admissions requirements. <ul style="list-style-type: none"> ○ Continue to refine VAPA curricula, as needed, to support Conley’s Four Keys to College and Career Readiness. 	<p>Ongoing</p>

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Reports from the Council on Foreign Relations, the U.S. Department of Education, and the National Endowment for the Arts emphasize “the importance of access to Arts education, citing better grades, increased creativity, higher rates of college enrollment and graduation as well as higher aspirations and civic engagement.”

–President’s Committee on the Arts and the Humanities

PRIORITY AREA 2: PROFESSIONAL LEARNING AND TRAINING

California Department of Education (CDE) Visual and Performing Arts Guidance states the following regarding professional learning.

Successful implementation of the arts content standards, curriculum development, and instruction depend on teacher preparation and on long-term professional learning. As described in the *Visual and Performing Arts Framework for California Public Schools, Kindergarten Through Grade Twelve*, ongoing professional learning should be planned for all teachers who teach the arts, classroom teachers, and arts specialists, and should take place locally and regularly. Effective professional learning is long-term and focused on increasing teachers' knowledge of, and practice in, the arts and their ability to teach the arts. All professional learning programs in the arts should emphasize the effective implementation of the state content standards, and also the guidelines presented in the framework. (California Department of Education [CDE], 2016)

Additionally, *A Blueprint for Creative Schools*, a report that was presented to the State Superintendent of Public Instruction, Tom Torlakson (2015), states that characteristics of quality VAPA programs should include the following:

1. Employ inquiry-based, academic, experiential, and culturally and linguistically responsive approaches to teaching and learning in and through the arts.
2. Create and implement arts and arts integrated curricula to foster aesthetic understandings that include art knowledge, purposes, methods, and forms.
3. Engage in ongoing creative, critical thinking that includes a diversity of inter- and intra-cultural perspectives, assets, and reflective practices within and beyond the arts.

Goal 2: Continue to provide effective professional learning focused on increasing teachers' knowledge of and practice in the arts and their ability to teach the arts.

Actions	Strategies	Timeline
2.1 Establish, implement, and sustain ongoing arts education professional learning opportunities for teachers that cultivate the 21st century skills; align to California’s <i>Visual and Performing Arts Content Standards</i> ; support <i>Common Core</i> content literacy in the technical subjects and the <i>Common Core State Standards for English Language Arts and Mathematics</i> ; and encourage and provide standards-based	<ul style="list-style-type: none"> • Survey VAPA teachers on current professional learning needs. • Provide ongoing professional learning opportunities for VAPA teachers that focus on relevant content enrichment to further align District VAPA curricula with current state adopted framework and standards, as well as with current national standards. • Professional learning opportunities should also connect participants with: <ul style="list-style-type: none"> ○ How VAPA curricula are essential to teaching 21st Century Skills: Creativity, Collaboration, 	Ongoing

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instructional design and assessment for the classroom.	<p>Communication, and Critical Thinking.</p> <ul style="list-style-type: none"> ○ How VAPA curricula help in preparation of students for college and career readiness. 	
2.2 Continue to model and/or share best practices through collaborative activities.	<ul style="list-style-type: none"> • Professional learning recipients collaborate with other VAPA teachers to share ideas and pass-on new information. • Continue to support Professional Learning Communities (PLC) that are VAPA-centric to refine Performance Task Assessments. • Refine vertical and horizontal articulation opportunities. 	Ongoing
2.3 Provide professional learning in the foundations and practice of arts integration and cross-curricular instruction.	<ul style="list-style-type: none"> • Provide ongoing professional learning opportunities for teachers that focus on cross-curricular engagement. 	Ongoing

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“... the new mission of schools is to prepare students to work at jobs that do not yet exist, creating ideas and solutions for products and problems that have not yet been identified, using technologies that have not been invented.”

–Linda Darling-Hammond, Stanford Professor, from her book: *The Flat World and Education*

PRIORITY AREA 3: HIGH QUALITY FACILITIES AND EQUIPMENT

The District is very fortunate to have had a variety of impressive VAPA facilities available to VAPA programs for many years. However, some of the facilities are in need of modernization. The *Visual and Performing Arts Framework for California Public Schools Grades K-12 (2004)* cites the importance of appropriate, up-to-date VAPA facilities as being vital to the implementation of standards-based VAPA programs.

Additionally, VAPA programs are increasingly more connected with technological innovations, and this has created a need for a stronger technology support system. For example, music programs use various software programs, such as *Audacity*, to analyze and create feedback for students’ performances, and use programs, such as *Finale*, to write music. *YouTube* and other websites also provide examples for students to use as a springboard for creative projects.

Goal 3: All VAPA programs have access to facilities that are specifically designated and maintained to support quality VAPA programs.		
Actions	Strategies	Timeline
3.1 Assess the condition of the District’s VAPA facilities and make improvements as funding becomes available.	<ul style="list-style-type: none"> Prioritize improvements needed at Cook Auditorium (Anaheim High School) and at the District Performing Arts Center (Kennedy High School). As funding becomes available, improve/modernize VAPA facilities and/or equipment in VAPA facilities. 	Ongoing
3.2 Refine facility use guidelines for VAPA programs.	<ul style="list-style-type: none"> Continue to work with facilities department to refine fair and reasonable facility use guidelines that best support District needs and VAPA programs. 	Ongoing
3.3 Support the use of appropriate technological resources.	<ul style="list-style-type: none"> Continue to expand, as needed, access to technological resources, which support 21st century learning opportunities for students in VAPA programs. 	
3.4 Provide professional learning/training, as needed, to support the continued implementation of standards-based VAPA programs.	<ul style="list-style-type: none"> Provide professional learning for VAPA teachers on use of technology that supports 21st century learning opportunities for students in VAPA programs. Provide training for Audio-Visual (AV) technicians and VAPA teachers on use of updated VAPA facilities and equipment. 	Ongoing

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Creativity expert Sir Ken Robinson explains that creativity is a “disciplined process that requires skill, knowledge, and control...It’s a process, not a single event, and genuine creative processes involve critical thinking as well as imaginative insights and fresh ideas.”

–Sir Ken Robinson

PRIORITY AREA 4: SUPPORT FOR DISTRICT VAPA EVENTS

Several District-wide events help to showcase the District’s VAPA programs, and more importantly they give students opportunities to demonstrate cognitive and non-cognitive skills, such as: **creativity** and innovation, **critical** thinking and problem solving, **communication** and **collaboration**. These are also opportunities for students to apply what they have learned in real-world settings.

Based on results from the 2015-16 Strategic Plan for Arts Education Survey, District-wide events have included the following: Band Spectacular, PTSA Reflections, Words Out Loud, Choral Showcase, Honor Band (HS and JHS), Solo/Ensemble Festival, Jazz Showcase, Theatre Festival, Honor Choir, Choir Spring Festival, District Band Festival, Steam-a-Palooza, Color and Light: Art and Photography Exhibition, and the District Art Gallery.

Goal 4: Create a District environment to enhance, inspire, appreciate, and connect students, faculty, staff, and community to the District’s VAPA programs. 

Actions	Strategies	Timeline
3.1 Each year, review importance and effectiveness of District-wide VAPA events.	<ul style="list-style-type: none"> • Review the importance each District-wide VAPA event as related to enhancing, inspiring, appreciating, and connecting students, faculty, staff, and community to the District’s VAPA programs. • Review the importance each District-wide VAPA event in terms of effectiveness as a Performance Task Assessment. <ul style="list-style-type: none"> ○ Skill calibration: Students compare work/performances to students from other schools. ○ Program evaluation: Students work/performances and/or student outcomes provide information about program effectiveness. • Work with the Business Office to determine the costs associated with each District VAPA event. • Determine which events will continue to be supported, and secure funding for these events for the following year. 	Ongoing

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**APPENDIX A
References and Endnotes**

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Endnotes:

1. Conley’s Four Keys to College and Career Readiness refer to the skills students need to be college and career ready, which are listed in the following table (Conly, 2014, p. 55).

COMPONENTS OF THE FOUR KEYS MODEL			
Key Cognitive Strategies	Key Content Strategies	Key Learning Skills and Techniques	Key translation Knowledge Skills
Problem Formation <ul style="list-style-type: none"> • Hypothesize • Strategize Research <ul style="list-style-type: none"> • Identity • Collect Interpretation <ul style="list-style-type: none"> • Analyze • Evaluate Communication <ul style="list-style-type: none"> • Organize • Construct Precision and accuracy <ul style="list-style-type: none"> • Monitor • Confirm 	Structure of Knowledge <ul style="list-style-type: none"> • Key terms and terminology • Factual information • Linking ideas • Organizing concepts Technical knowledge and skills <ul style="list-style-type: none"> • Challenging level • Value • Attribution • Effort 	Ownership of learning <ul style="list-style-type: none"> • Goal setting • Persistence • Self-awareness • Motivation • Help seeking • Progress monitoring • Self-efficacy Learning techniques <ul style="list-style-type: none"> • Time management • Study skills • Test-taking skills • Note-taking skills • Memorization/recall • Strategic reading • Collaborative learning • Technology 	Contextual <ul style="list-style-type: none"> • Aspirations • Norms/culture Procedural <ul style="list-style-type: none"> • Institution choice • Admission process Financial <ul style="list-style-type: none"> • Tuition • Financial aid Cultural <ul style="list-style-type: none"> • Postsecondary norms Personal <ul style="list-style-type: none"> • Self-advocacy in and institutional context

2. The “Four Cs” refer to the skills listed under “Learning and Innovation Skills” in the Framework for 21st Century Learning, which reads as follows: Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration.

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**APPENDIX B
VAPA Department Survey Responses**

SURVEY RESPONSES

The following questions were posed to VAPA Department Chairpersons in 2015-16 to help determine current needs.

What do we want our students to gain as a result participating in the District’s VAPA programs?

“Arts classes are ‘core application’ classes. Students take the basics that they have developed in their core classes and get to put it all together in real-life situations and in-depth projects.”

“They get to use both sides of their brain at the same time. When the technical and creative sides of the brain are used together, the connecting synapses between them become stronger. This is developed most strongly in the realm of music, where students are reading music, keeping track of spatial rhythms, and creating a work of audio art at the same time. These connections that they strengthen in their brains will then flow over into their other subjects.”

“Students that are in a music class will also develop strong leadership skills, organization skills, team mentality, and a growth mindset.”

“Choir and theatre are project-based learning at its best. In real life, people need to learn to work in a group much like they do in VAPA programs. In these courses, students take on both individual responsibility, as well as the responsibility of being part of a group where people are depending on you to do your part. This is real-world application at its best.”

“Work to build deeper and more meaningful human connections with students, peers, teachers and community members.”

“VAPA courses provide real world applications of essential skill-sets including collaboration, diligence, excellence, and intelligence.”

“Provides our students with opportunities to develop critical thinking skills (describe, analyze, interpret, judge, give credit,); creativity (thinking outside the box); hand eye coordination; commitment/follow through; ability to visually communicate their ideas; an outlet for ideas/emotions; ability to work independently as well as collaboratively; ability to develop and see their concept(s) evolve.....Many of these skills are the skills that employers are looking for in their employees.”

“Participation in VAPA helps build and develop: problem solving, critical thinking and analysis, reasoning skills, creativity, self-expression, collaboration, communication skills, leadership skills, literacy, math achievement, reading comprehension, writing skills, perseverance, cross-cultural understanding and social tolerance, community/school/civic engagement, self-reflection, social development, understanding, decision making skills, flexibility and adaptability, teamwork, lifelong creative participation, lifelong learning, personal/artistic development, time management, college readiness, and autonomy.”

“We [VAPA programs] are very strong in the realm of project-based learning. We have a goal of a concert, art show, drama performance, etc. Students are assessed individually as the

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development of the project progresses, and then are assessed as a group at the District event/concert. Students then reflect on their personal growth and participation in the final project and makes goals for growth. These goals are the foundation for the next project or event on the calendar.”

How do we evaluate program effectiveness?

“We assess student progress through written work, products and performances.”

“This is rather obvious in the VAPA classroom. Formative assessment occurs immediately.”

“Concerts, festivals, performances and rating systems across both large and small ensemble domains.”

“Students gain a breadth and depth of art knowledge and skills, the ability to convey ideas and use art as a mode of self-expression, and a skill set that enables creative expression. Assessment is indeed immediate and inherent with projects and performances.”

“District events that include adjudication.”

“We evaluate through written work, products and performances.”

“Visual Art

- 1.) We evaluate through well designed rubrics, formative and summative assessments. Assessing student’s growth as artists.
- 2.) Provide students with opportunities to self-reflect/self-critique.
- 3.) Provide students opportunities to peer-critique.
- 4.) Provide students opportunities for choice, input and feedback.”

“Participation in analysis, reflection and critique of student work. Student feedback and participation.”

“Arts and the Writing Journey”

How might 21st century Arts programs be different from 20th century Arts programs?

“Making stronger connections between The Arts and College and Career Readiness.”

“Emphasizing the uniqueness of the Arts role in STEAM.”

“We have a stronger technology support system. In the music departments, we are using various recording technology, such as Audacity, to analyze and create feedback for our performances. We are using programs such as Finale to write music. We are using YouTube and other websites to inspire and give examples to our students. We are using Haiku, email...”?

Reflect on the strengths of the District’s Arts programs, and provide feedback.

“Continued opportunities for students to showcase their learning and skills. Also, continued opportunities for students to further their artistic and creative pursuits.”

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“The District events that our District supports and the collaboration between teachers has created a very strong VAPA program in our District.”

“VAPA teachers continued desire to participate and to collaborate with each other to maintain excellent VAPA opportunities for their students and to improve their own teaching and learning.”

“Continued support and offering of both junior high and high school Visual Art programs.”

“Annual Color and Light Art Show (at the MUZEO) and the District Art Gallery”

“Recognition of the importance of offering art opportunities to our students.”

Reflect on potential growth areas of the District’s Arts programs, and provide feedback.

“Stronger District support at District events”

“Stronger financial support from the District, as opposed to site control”

“Several of the schools are in need of materials to successfully challenge their students and support their programs.”

“Growth of programs so that VAPA opportunities are available at each site.”

“When a VAPA teacher leaves, make sure that program isn’t truncated as a result or replaced with other elective (non-VAPA) classes.”

“Equitable support and treatment, not dependent on site or administration.”

“Ongoing and sustained financial support by the District.”

Strong, ongoing and relevant professional development.

“Provide more opportunities to vertical align curriculums between junior and high schools.”

“Professional learning that is relevant, and time to meet with other VAPA teachers from other sites.”

“Clear District guidelines about procedures for events, costs covered by the district and/or costs needed to be absorbed by sites/programs.”

“Timely responses for communications with event venue technicians and personnel.”

“Repairs are needed to address a variety of sound and lighting system issues.”

“Professional development for AV technicians to better support performing arts programs, especially as more modern equipment is added to District facilities”

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List the District’s VAPA events that showcase the District’s VAPA programs.

“Band Spectacular”
“PTSA Reflections”
“Words Out Loud”
“Honor Band (HS and JHS)”
“Choral Showcase”
“Solo/Ensemble Festival”
“Jazz Showcase”
“Winter Showcase, Theatre Festival, Honor Choir, Choir Spring Festival”
“District Band Festival”
“Steam-a-Palooza”
“Color and Light”
“District Art Gallery”
“Annual School Site Awards Night (artwork on Display, Band Plays, Dance performs and VAPA) students recognized with awards.”

“Not Really “Official” Events: Ongoing VAPA display and performance opportunities on and/or off campus; student of the month, pride awards and outstanding achievement awards.”

List the District’s VAPA events that are used to evaluate the District’s VAPA programs.

“SCSBOA (Southern California School Band and Orchestra Association) Adjudication Solo/Ensemble Festival/Adjudication, Marching Field Shows.”

“Color and Light: Art and Photography Exhibition”