



# Morgan Hill CREATES

## Strategic Arts Plan

### 2019-2024





# Overview

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# Morgan Hill CREATES

Morgan Hill CREATES (Core Reforms Engaging Arts to Educate Students), the Morgan Hill Unified School District Master Plan for Visual and Performing Arts (VAPA) was developed with the dedicated effort and collaboration of district teachers, administrators, support staff, students, parents, community members, and experts. We greatly appreciate their guidance and support, and thank them for their time in reviewing and giving input for this plan. Our gratitude to Superintendent Steve Betando and Assistant Superintendent Ramón Zavala for their support to the VAPA Stakeholder Group and with the development of this plan. We also appreciate the support and help of the members of the VAPA Committee. We thank Heather Nursement, Director of Supplemental Programs, and Amanda Knudtzon Raudsep, VAPA Teacher on Special Assignment (TOSA) and Grant Coordinator who prepared the initial drafts and facilitated our stakeholder meetings. We greatly appreciated the expert advice provided by Jeannine Flores, Visual and Performing Arts Coordinator (Artspiration) and Innovation and Instructional Support at the Santa Clara County Office of Education (SCCOE) and Peggy Burt, Arts Now Program Director with the California Alliance for Arts Education, who facilitated stakeholder conversations about powerful models and VAPA engagement PreK-12. We thank all who gave of their time and expertise in contributing to this VAPA plan.

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# Executive Summary

The Morgan Hill Unified School District has renewed its commitment to the integration of VAPA into the preschool through 12 grade (PreK-12) curriculum. In line with this commitment, the District has also undertaken a major, groundbreaking effort to design a VAPA strategic plan that provides equity and access for all students, which prepares them for success in a global, 21st century environment. A key defining aspect of this plan is that students' educational success be clearly and explicitly addressed in a comprehensive manner that builds on cultures, experiences, skills, and resources to graduate them college/career ready, and globally competitive.

To that end, this strategic VAPA plan, called **Morgan Hill CREATES** (Core Reforms Engaging Arts to Educate Students), begins by articulating the essential understandings that form the framework within which our students' education is conceptualized by the District: the District's values and beliefs, vision/mission and definition of student success, principles, strategic goals, and instructional priorities.

*Imagine all students in MHUSD schools, upon graduation, academically successful with an appreciation of the arts and cultures AND producers of creativity.*

Many high school students participate in artistic and cultural activities. **Morgan Hill CREATES** extends these opportunities to ALL students, including priority target populations: Socioeconomic Disadvantaged Students (SED), English Learners (ELs), and Homeless and Foster Youth. The plan honors and welcomes the creative expression through the myriad of cultures and languages represented in the District. It also provides essential understandings to clarify the foundation that will support the policies, programs, and practices to reach ALL students.

## Setting the Course

### Introduction to Morgan Hill CREATES

**Morgan Hill CREATES** maps a strategy for dramatically improving educational outcomes for Morgan Hill's students. To make this understandable to the broader community, a good plan tells a story about the organization --- where it's headed and how it plans to get there.

**Morgan Hill CREATES** is the roadmap to develop a high quality and equitable Pre-12 VAPA program for all students. This roadmap connects the journey to the California Department of Education's (CDE) effort to transform VAPA education into innovative centers of creative exploration and learning. In brief, the work since 2015-16 is to transform the VAPA program has resulted in more arts integration, professional development, and acquisition of resources.

**Morgan Hill CREATES** is aligned with national and state efforts to transform VAPA education. In 2011, the CDE and CREATE CA participated in the National Endowment for the Arts' Education Leaders Institute. To launch this transformational arts education initiative, Superintendent Torlakson appointed an arts education task force to draft a set of recommendations for him, state policymakers, and supporters of arts education to consider. The **Joint Arts Education Task Force Report** was published in 2013. Our roadmap will prepare staff to implement the VAPA content standards that were recently adopted by the CA Board of Education and thereafter, a foreseeable CA VAPA framework.

### Our Journey

MHUSD comprehensive high schools have outstanding visual and performing arts programs. The exceptional music program begins with Jackson Math/Music Academy where all students are taught general music as well instrumental courses in strings, keyboards, and band. Both Britton and Murphy middle schools have excellent band programs. Both comprehensive high schools have large marching band programs.



Secondary schools also have jazz bands and theatrical programs. Each school presents three major plays or musicals per year. Visual arts and ceramic elective-courses are also available to students.

In 2016-17, MHUSD strengthened efforts to address the underrepresentation of SED, ELs, and Foster Youth in high school VAPA programs, elective-courses and also at the elementary level. Instructional staff expanding the visual and performing arts efforts, specifically at the TK-8 level.

*The District committed money to the LCAP intended for implementation of arts education.*

In 2016-17, funds were allocated to create VAPA Coordinator stipends for elementary and secondary teacher-leaders and the formation of our first MHUSD VAPA Curriculum Committee. In June 2017, MHUSD Board of Education adopted an Arts Equity Resolution. This resolution was modeled after the Declaration of the Rights of All Students to Equity in Arts Learning template provided by CREATE CA and the California County Superintendents Educational Services Association (CCSESA). In 2017-18, more funds were committed to LCAP to develop a Strategic Arts Plan with help from the California Alliance for Arts Education and the SCCOE.

While writing the strategic VAPA plan, the CDE announced the Student Success and Academic Enrichment (SSAE) Grant Program. Without hesitation, staff proposed to address the grant for Category A (VAPA) in hopes of gaining extra support to accomplish our mission of providing equitable access to arts education for all students in grades PreK-8 while improving overall student achievement and opportunities for a well-rounded education.

**In November 2018, MHUSD was awarded \$1,000,000** through the SSAE grant. As this VAPA plan neared completion, the District hired a half-time VAPA TOSA to assist schools with ordering art supplies, materials, equipment, and technology. The VAPA TOSA is also scheduling training in arts integration with core curriculum.

## Morgan Hill CREATES Through-Lines

**PreK-12 Coherence:** A seamless educational journey beginning with joyful preschoolers and culminating in multilingual/multicultural college/career ready and globally competitive graduates destined for multiple post-secondary options.

**Global Curriculum, Pedagogy, & Assessment:** An integrated curriculum, pedagogy, and assessment that reflect the demands of a global, knowledge-based, creative-age society and economy and that build on the strengths and needs of diverse learners.

**College/Career Readiness:** Secondary student-graduates who are multilingual/multicultural and prepared for college and careers.

**Quality & Committed Educators:** All teachers and school leaders who are focused on improving student engagement, achievement, and global success through the use of powerful practices.

**Values-Driven, Principles-Based, Research-Informed Programs & Practice:** Arts integration programs and practices that reflect our District values and principles, and are supported by the existing research on arts instruction effectiveness.

## Morgan Hill CREATES Fundamentals

Morgan Hill CREATES represents a new leadership strategy for dramatically improving educational outcomes for MHUSD students.

A set of fundamentals to communicate to the broader community will show where the District started, where it is headed and how the schools will get there. This set of core descriptors are the CREATES Fundamentals. The fundamentals include the values and beliefs, the vision/mission/definition of student success, the strategic goals, and the instructional priorities.



## Fundamental #1: Values

MHUSD District values address today's realities and global 21st century environment. MHUSD CREATES's values are aligned to the District values. District and CREATES's core values support all our students including our target groups: SED, ELs, Homeless and Foster Youth. MHUSD relies on these six key values to guide our VAPA reform agenda.

- a. **Promote Safety and Inclusion** - All students learn best in a safe, inclusive environment. We ensure EQUITY for all our students, schools, and communities as reflected in outcomes and opportunities. We interact with our community and personalize our work for students, families, schools, and communities. We also provide equitable services by allocating resources towards students and schools traditionally underserved by our institutions and systems so that every student has equitable opportunities.
- b. **Think Critically** - Students are problem solvers who thrive in the challenges and opportunities of the 21st century. We believe in maximizing the INTELLECTUAL POTENTIAL of all students so they graduate prepared for college/career and today's global world environment. Intellectual potential is unlimited. It is not limited by language or culture. We have the responsibility to create environments that allow for all our students' intellectual potential to blossom and to fully develop across all dimensions that make us human. In part, we do this by treating our students as potential scholars fully capable of creating and performing at proficient levels when we deploy certain essential pedagogical practices and coherent educational programs and pathways that maximize achievement.
- c. **Be Present** - Daily attendance and engagement are critical to the learning process. Facilitating and supporting students' high achievement by BUILDING ON THEIR STRENGTHS, CULTURES, LANGUAGES, and experiences to create new successes. State Superintendent Tony Thurmond states "Creativity and appreciation for the arts is important for all students to have a well-rounded education, exposing them to new ideas and perspectives. Arts education boosts school attendance, academic achievement, and college attendance rates; improves school climate; and promotes higher self-esteem and social-emotional development."
- d. **Focus on Achievement** - Every available resource must be used to support academic achievement and growth for all students. Since 2016-17, more LCFF funds have been targeted to provide staff more professional development. In the ensuing years, funds were dedicated for VAPA leadership and building a VAPA professional learning network to focus on academic achievement.
- e. **Embrace Diversity** - Learning outcomes are maximized when schools value individual strengths and work toward common goals. FAMILY and COMMUNITY ENGAGEMENT greatly contribute to students' academic success regardless of cultural and linguistic backgrounds. We believe that culture and language represent two of the most fundamental resources that every child and family contribute to our educational community, and we encourage all staff to develop their own cultural and linguistic capacities so that they are able to better understand and serve our diverse community.
- f. **Nurture Community** - Students performing and participating in and with the community grow personally and academically and enrich the community. Students across the district participate in numerous cultural events throughout the year. They perform in multicultural and multilingual venues and enrich those events. Students develop interpersonal skills in our diverse community and achieve proficiency in two or more languages. These benefits also accrue to our unified-district community, which entails San Martin, Morgan Hill, and south San Jose.





## Fundamental #2: Vision, Mission, & Definition of Student Success.

Built on the core district's vision, mission, and values, Morgan Hill CREATES prepares students with the creative and problem solving skills necessary to succeed in today's global society upon graduation. A collaborative effort of staff, parents, students and community members will implement the plan to realize the following:

**MHUSD Vision.** All Morgan Hill Unified School District students will receive an excellent education and be empowered to succeed in school. Our students will be prepared to achieve in our diverse, global society and to make meaningful contributions in their community. Students will become critical thinkers and problem solvers who can thrive in the challenges of the 21<sup>st</sup> Century.

**Our Mission.** The Morgan Hill Unified School District's central purpose is to educate students. In partnership with parents and the community, we create learning environments where all students learn and are empowered to achieve their unique potential. We model and nurture civility, respect, compassion, personal responsibility, curiosity and integrity in an environment of diversity, equity, and service.

**Morgan Hill CREATES's definition of student success.** Student success is being ready for college, career, and the 21st century world. Not only will Morgan Hill's students graduate from high school eligible for colleges, universities, and the world of work, they will have self-confidence and initiative, and they will also demonstrate the following skills, dispositions, and capacities that are required for success in today's global economy and environment:

- High-Level Academic Preparation
- College and Career Readiness
- Mastery of Advanced Literacies and Multimedia, Multilingual, and Multicultural Skills
- Innovation, Creativity, Critical Thinking, Communication, Collaboration, and Solution-Seeking Competencies
- Social, Environmental, and Civic Responsibility
- Technological Fluency
- Strength of Body, Mind, and Character

Morgan Hill CREATES's pedagogy will provide students a vibrant education and engage them in interactive experiences in school. The arts build capacity and enrich the lives of students so they can reach their full potential.

## Fundamental #3: Morgan Hill CREATES Strategic Directions.

### Content

Teaching and Learning in and through the Arts:

- VAPA curriculum PreSchool-12
- Arts Integration Professional Development
- CTE Pathways

### Infrastructure

Supports required for Equitable Access to Arts Education Programs:

- increased coordination and leadership districtwide to enhance access to the arts for all students
- equitable funding for facilities and capital outlay for VAPA

### Sustainability

Activate opportunities for ongoing, equitable VAPA education in our community and schools and their communities:

- Communications & Advocacy - Communicate the importance of arts education to the broader Morgan Hill community to increase awareness and participation
- Multi-sourced, Sustainable Funding - Engage the community in a collective effort to raise funds to allow all students to experience the benefits of a comprehensive arts education
- Build Value for the Arts - Customized and localized Parent and Community Engagement and Communications unique to Morgan Hill





## Fundamental #4: Instructional Priorities.

The Morgan Hill CREATES strategic goals go hand-in-hand with two clear Instructional Priorities: high intellectual performance and instructional leadership. These instructional priorities are reflected in the following two questions:

1. How do we create and sustain globally-competitive multilingual/multicultural learning environments of high intellectual performance for all students?
2. In the context of Morgan Hill CREATES, how do we make VAPA learning awareness, production and the teaching that leads to powerful multilingual/multicultural learning public and visible to our entire Morgan Hill community?

Morgan Hill CREATES refers to Create CA's eight core principles to support high intellectual performance in the arts. The District will support these core arts instructional practices for all students through two sets of instructional priorities.

The first set of instructional priorities refers to high intellectual performance. It is composed of five pedagogical principles that should be in evidence during arts integrated-instruction: learning environments; empowering pedagogy; challenging and relevant curriculum; instructional resources; and valid and comprehensive assessment.

**Rich and Affirming Learning Environments** create a safe, inclusive, and enriched environment for all students participating in the arts.

**Empowering Pedagogy** uses culturally and linguistically responsive pedagogy that maximizes learning in and through VAPA, actively accesses and develops student voice, and provides opportunities for leadership among all groups.

**Challenging and Relevant Curriculum** engages all students in comprehensive, well-articulated and age-appropriate VAPA curriculum. VAPA instruction purposefully builds a full range of language, literacy, and other content area skills. VAPA instruction includes bilingualism, biliteracy, and multiculturalism. This curriculum is cognitively complex, relevant, and challenging.

**High Quality Instructional Resources** provide and utilize high quality standards-aligned VAPA instructional materials giving students equitable access to core curriculum and academic language in the classroom, school, and community.

**Valid and Comprehensive Assessment** builds and implements valid and comprehensive VAPA assessment systems designed to promote reflective practice and data-driven planning in order to improve academic, linguistic, and sociocultural outcomes for each specific group of students.

The second set of instructional priorities refers to instructional leadership that supports arts integration. Instructional leadership is composed of pedagogical principles that ensure quality first instruction. These principles rely on building capacity in arts pedagogy and integrating the arts throughout the curriculum. The three core principles that build capacity in arts integration are professional development; family/community engagement; and leadership systems.

**High Quality Professional Preparation and Support** provides coherent, comprehensive and ongoing VAPA professional preparation and support programs based on well-defined standards of practice. These programs are designed to create professional learning communities of administrators, teachers, and other staff to implement a powerful vision of excellent arts instruction for each group of students.

**Powerful Family/Community Engagement** implements strong family and community engagement programs that build leadership capacity and value, draw upon community support and knowledge, and enhance resources to build opportunities for learning.

**Advocacy-Oriented Administrative and Leadership Systems** builds and establishes system-wide relationships with stakeholders to assist with diverse visual and performing arts needs and develop assets for all students. These administrative and leadership structures conduct the integration of VAPA programs and services to meet the needs and strengths of all students.

# Strategic Goals Recommendations

## CONTENT

| Strategic Direction: Content – Teaching and Learning in and through the Arts   |  |  |   |  |  |
|--|--|--|---|--|--|
| <b>Goal: Articulate VAPA curriculum PreSchool-12</b><br>Thoughtful alignment and development of accessible TK-12 VAPA curriculum, both integrated and designated instruction that supports the whole child |  |  |   |  |  |
| Phase  | Actions  | Tasks  | Person/Group Responsible  | Budget Implication   | Measurable Outcome   |
| 1  | <ul style="list-style-type: none"> <li>Provide arts for PreSchool-5 students through integration and STEAM instruction in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>Develop model lessons in arts integration/including ELD and SPED</li> <li>VAPA database for shared lessons/ curriculum/ teacher resources</li> <li>Provide coaching in the classroom to model and support lesson plans</li> </ul> | <ul style="list-style-type: none"> <li>VAPA Coordinator will co-create alongside with multi-subject classroom teacher and subject area specialists</li> </ul> | <ul style="list-style-type: none"> <li>Cost of VAPA Coordinator release period and stipends</li> <li>Materials and Resources</li> </ul>              | <ul style="list-style-type: none"> <li>1 arts integrated lesson per content area (dance, music, theater, visual arts, media arts) for grade level TK-5. Lessons to include guidelines for student assessments</li> <li>Observation by Principal and VAPA team through CBAM (Concerns Based Adoption Model) of classroom teacher, application across curriculum</li> <li>Teacher Survey for adoption of integrated lessons</li> </ul> |
| 1  | <ul style="list-style-type: none"> <li>Utilize VAPA as a resource for social emotional learning (SEL)</li> </ul>                                   | <ul style="list-style-type: none"> <li>Research connections between VAPA and SEL and what other districts have in place</li> <li>Provide VAPA lesson plans with an SEL component</li> </ul>  | <ul style="list-style-type: none"> <li>VAPA Coordinator will co-create alongside with multi-subject classroom teacher and subject area specialists</li> </ul> | <ul style="list-style-type: none"> <li>Cost of VAPA Coordinator release period and stipends</li> <li>Materials and Resources</li> </ul>              | <ul style="list-style-type: none"> <li>PD to train teachers to implement SEL into VAPA-integrated content</li> <li>Increased student satisfaction rates on districtwide SEL testing</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>Provide arts for 6th-8th students through integration and STEAM instruction in the classroom</li> </ul>     | <ul style="list-style-type: none"> <li>Develop model lessons in arts integration/including ELD and SPED</li> <li>VAPA database for shared lessons/ curriculum/ teacher resources</li> <li>Provide coaching in the classroom to model and support lesson plans</li> </ul> | <ul style="list-style-type: none"> <li>VAPA Coordinator will co-create alongside subject area specialists, 6-12 Teachers</li> </ul>                           | <ul style="list-style-type: none"> <li>Cost of VAPA Coordinators release period and stipends.</li> <li>Materials and Resources</li> </ul>            | <ul style="list-style-type: none"> <li>1 arts integrated lesson per content area (dance, music, theater, visual arts, media arts) for grade level 6-8</li> <li>Lessons to include guidelines for student assessments</li> </ul>  |
| 2  | <ul style="list-style-type: none"> <li>Implement program assessment and apply data to promote arts education</li> </ul>                            | <ul style="list-style-type: none"> <li>Annual review of curriculum integration/VAPA goal revision</li> </ul>   | <ul style="list-style-type: none"> <li>VAPA Team</li> </ul>   | <ul style="list-style-type: none"> <li>Cost of VAPA Coordinators release period and stipends.</li> </ul>   | <ul style="list-style-type: none"> <li>Survey for level of implementation, fidelity, and effectiveness for admin and teachers</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>Support Extended Day VAPA programming at Preschool-8 schools</li> </ul>                                     | <ul style="list-style-type: none"> <li>Evaluate and revise existing programs to include VAPA</li> <li>Create a relationship with arts organizations at the district level (ie: Starting Arts)</li> </ul>   | <ul style="list-style-type: none"> <li>Director of Supplemental Programs, VAPA Coordinators, Principals, VAPA Teachers</li> </ul>                             | <ul style="list-style-type: none"> <li>Extended Day budget for each site (\$30,000), Cost of VAPA Coordinator release period and stipends</li> </ul> | <ul style="list-style-type: none"> <li>At least one program at each elementary site by year two in VAPA</li> <li>A directory listing of programs and providers</li> </ul>  |

|   |  |  |   |   |   |
|---|--|--|---|---|---|
| 3 | <ul style="list-style-type: none"> <li>Articulate curriculum from PreSchool-12 so that elementary and middle school students are prepared for grade level arts instruction at the high school level</li> </ul> | <ul style="list-style-type: none"> <li>Vertical and Horizontal alignment</li> </ul>  | <ul style="list-style-type: none"> <li>Curriculum Councils, TK-12 Teachers/VAPA</li> </ul>                          | <ul style="list-style-type: none"> <li>District Wide PD Days planning time</li> </ul> | <ul style="list-style-type: none"> <li>Shared curriculum scope and sequence for each discipline</li> <li>By year 3, all curriculum is aligned to new California VAPA standards</li> </ul>                         |
| 3 | <ul style="list-style-type: none"> <li>All middle school students have a choice to enroll in an arts specific course or arts elective wheel</li> </ul>   | <ul style="list-style-type: none"> <li>Establish a VAPA specific elective wheel at the middle school level to introduce students to VAPA offerings at the high schools</li> </ul>  | <ul style="list-style-type: none"> <li>Admin, Teachers, &amp; VAPA Coordinators</li> </ul>                          |   | <ul style="list-style-type: none"> <li>All middle schools sustain or add VAPA courses or electives</li> </ul>   |
| 3 | <ul style="list-style-type: none"> <li>All high school students have a choice to enroll in arts courses that meet the A-G requirement and / or CTE Pathways</li> </ul>   | <ul style="list-style-type: none"> <li>Review scheduling and staffing opportunities</li> <li>Work with Guidance Counselors to develop a deeper understanding of arts offerings</li> <li>Look at transition from middle school to high school to promote arts enrollment opportunities</li> </ul> | <ul style="list-style-type: none"> <li>Principals from High Schools, Student requests, VAPA Coordinators</li> </ul> |   | <ul style="list-style-type: none"> <li>High Schools sustain and increase courses in all VAPA disciplines</li> <li>Increased sections and variety of arts courses available to all high school students</li> </ul> |
| 3 | <ul style="list-style-type: none"> <li>Increase enrollment of special populations in VAPA courses 9-12</li> </ul>  | <ul style="list-style-type: none"> <li>Convene stakeholders (EL Facilitators, SPED Staff and Case Managers, CARE Team and Student Services Team) to define opportunities and resolve scheduling challenges in order to provide enough classes to support special populations</li> </ul>          | <ul style="list-style-type: none"> <li>Counselors, Principals</li> </ul>  |   | <ul style="list-style-type: none"> <li>Increased enrollment of special populations in VAPA courses</li> </ul>   |

## Strategic Direction: Content – Teaching and Learning in and through the Arts

### Goal: Professional Development

Provide a menu of services to model and foster quality arts education and integrated learning so that educators develop their skill sets to engage students in Arts

| Phase | Actions   | Tasks   | Person/Group Responsible   | Budget Implication   | Measurable Outcome   |
|-------|---|---|--|--|--|
| 1     | <ul style="list-style-type: none"> <li>PD for Principals: Arts Integration and VAPA as climate and academic support (MTSS)</li> </ul>   | <ul style="list-style-type: none"> <li>Present Arts Ed Data Project research findings on VAPA access for Secondary students</li> <li>Review VAPA standards</li> <li>Observation of VAPA teachers based on a shared protocol</li> </ul>  | <ul style="list-style-type: none"> <li>Asst. Supt. of Ed Services, Director of Supplemental Programs, Principals, VAPA Coordinators</li> </ul>   | <ul style="list-style-type: none"> <li>None, incurred through existing salaries and PD to be provided during monthly Principal meetings</li> </ul>   | <ul style="list-style-type: none"> <li>Record of site administrators' participation and training materials. VAPA Coordinators to provide training materials to Principals to share with their site teachers</li> <li>Principals are able to observe and understand quality arts instruction delivered by teaching staff</li> </ul> |
| 1     | <ul style="list-style-type: none"> <li>PD for VAPA Teachers</li> </ul>  | <ul style="list-style-type: none"> <li>Collaboration on scope and sequence development projects that combine disciplines</li> <li>Additional PD on new VAPA standards</li> <li>PD on diversity, equity and inclusion in arts classes</li> <li>VAPA specific sessions at district wide PD days</li> <li>Cross-site collaboration at district wide PD days</li> </ul> | <ul style="list-style-type: none"> <li>Asst. Supt. of Ed Services, Director of Supplemental Programs, VAPA Coordinators</li> </ul>   |  | <ul style="list-style-type: none"> <li>All VAPA teachers participate in PD and increase collaboration</li> <li>Observation of teachers demonstrating adoption of new standards</li> </ul>  |
| 1     | <ul style="list-style-type: none"> <li>Provide time and supports for sites to include a VAPA component in their school site plan</li> </ul>   | <ul style="list-style-type: none"> <li>TK- Adult Ed. Principals' Meeting Agenda: Arts integration in SPSA - Present sample school level SPSAs</li> <li>VAPA focused collaboration time for principals at PLC meetings - Share ideas for VAPA integration and implementation</li> </ul>  | <ul style="list-style-type: none"> <li>Asst. Supt. of Ed Services, Director of Supplemental Programs, Director of Curriculum, Instruction &amp; Assessment, Principals, VAPA Coordinators</li> </ul> | <ul style="list-style-type: none"> <li>None, incurred through existing salaries and PD to be provided during monthly Principal meetings</li> </ul>   | <ul style="list-style-type: none"> <li>Record of site administrators' participation in SPSA planning sessions. Evidence of SPSA goals related to VAPA including funding allocations and commitments</li> </ul>   |
| 1     | <ul style="list-style-type: none"> <li>TK-8 Arts Integration Professional Development sessions including Summer Arts Institute and monthly sessions (from January 2019 - September 2019)</li> </ul> | <ul style="list-style-type: none"> <li>Teach TK-8 teachers about arts integration through districtwide PD days and paid trainings (sub days and/or hourly)</li> <li>Support TK-8 teachers with resources</li> <li>Provide time for TK-8 teachers to plan an arts integrated lesson</li> </ul>   | <ul style="list-style-type: none"> <li>VAPA Coordinators, TK-8 Teachers, and subject area specialists</li> </ul>   | <ul style="list-style-type: none"> <li>VAPA Coordinator Stipends, Cost of substitutes or hourly pay for TK-8 teacher PD outside of district-wide PD days. Funding from SSAE grant</li> </ul> | <ul style="list-style-type: none"> <li>Arts integration sessions at district-wide professional development days. 90% teachers will respond positively to post-workshop evaluation</li> </ul>   |



|   |   |   |   |  |   |
|---|---|---|---|--|---|
| 1 | <ul style="list-style-type: none"> <li>Development of Arts Experts - identified at each school site</li> </ul>      | <ul style="list-style-type: none"> <li>Provide PD for identified Arts Experts</li> <li>Art Experts meet with VAPA Coordinator to develop practice</li> <li>Experts to coach and model lessons at their site</li> <li>Lesson plan development</li> </ul> | <ul style="list-style-type: none"> <li>VAPA Coordinators, Teachers/Art Experts</li> </ul> | <ul style="list-style-type: none"> <li>SSAE Grant funding</li> </ul>   | <ul style="list-style-type: none"> <li>Arts Experts will provide push in coaching and support, attend PD and transfer learning to site colleagues</li> </ul>  |
| 2 | <ul style="list-style-type: none"> <li>Support VAPA teachers to attend external professional development</li> </ul> | <ul style="list-style-type: none"> <li>VAPA teachers will have release time to attend discipline specific trainings/conferences or visit model programs</li> </ul>  | <ul style="list-style-type: none"> <li>VAPA Coordinators, VAPA Teachers</li> </ul>        | <ul style="list-style-type: none"> <li>Cost depends on conference costs, location and number of attendees. Funding allocation TBD</li> <li>Annual allocation for this to be outlined in the district's LCAP</li> </ul> | <ul style="list-style-type: none"> <li>VAPA Coordinators and Teachers to attend conferences and professional development offerings locally and statewide to enhance their professional learning and skills</li> </ul> |

### Strategic Direction: Content – Teaching and Learning in and through the Arts

#### Goal: CTE Pathways

Clear articulation of and support of CTE Pathways - College and Career Readiness

| Phase | Actions   | Tasks  | Person/<br>Group Responsible  | Budget Implication  | Measurable Outcome  |
|-------|---|--|---|---|---|
| 2     | <ul style="list-style-type: none"> <li>Develop an articulated sequence for VAPA from TK through Adult Education that includes an overlap with CTE pathways</li> </ul> | <ul style="list-style-type: none"> <li>Collect information on courses and programs for VAPA and CTE across the district from Preschool through Adult Education</li> <li>Collection information and opportunities for work-based learning, partnerships and collaborations</li> </ul> | <ul style="list-style-type: none"> <li>Director of Supplemental Programs, VAPA Coordinators, Principals, CTE &amp; VAPA Teachers</li> </ul> | <ul style="list-style-type: none"> <li>None, incurred through existing salaries and stipends</li> </ul> | <ul style="list-style-type: none"> <li>A clearly articulated document outlining the TK through Adult VAPA opportunities that include an overlap with CTE</li> </ul>                     |
| 2     | <ul style="list-style-type: none"> <li>Develop model CTE and VAPA programs that can serve as an example for other growing programs in the district</li> </ul>         | <ul style="list-style-type: none"> <li>Create criteria and information about model CTE and VAPA programs and develop a method for highlighting those that already exist in the district</li> </ul>   | <ul style="list-style-type: none"> <li>Director of Supplemental Programs, VAPA Coordinators, Principals, CTE &amp; VAPA Teachers</li> </ul> | <ul style="list-style-type: none"> <li>None, incurred through existing salaries and stipends</li> </ul> | <ul style="list-style-type: none"> <li>Criteria and model information for growing CTE and VAPA programs by highlighting existing model CTE and VAPA programs in the district</li> </ul> |

|   |  |   |   |   |   |
|---|--|---|---|---|---|
| 3 | <ul style="list-style-type: none"> <li>Continue to expand CTE and VAPA course offerings that include a capstone experience for students (<i>i.e.</i> Job Shadowing or Artist Showcase)</li> <li>Expansion efforts will include providing information to VAPA teachers about obtaining CTE credentials</li> </ul> | <ul style="list-style-type: none"> <li>Assist Principals with the development of CTE and VAPA courses within pathways that align to existing Preschool through Adult pathways, including capstone course experiences</li> </ul> | <ul style="list-style-type: none"> <li>Director of Supplemental Programs, VAPA Coordinators, Principals, CTE &amp; VAPA Teachers</li> </ul> | <ul style="list-style-type: none"> <li>None, incurred through existing salaries and stipends</li> </ul> | <ul style="list-style-type: none"> <li>Continued expansion of CTE and VAPA courses that align to existing Preschool through Adult pathways, including clearly identified capstone course experiences. VAPA teachers to receive information about obtaining their CTE credentials</li> </ul> |
|---|--|---|---|---|---|

## INFRASTRUCTURE

| Strategic Direction: Infrastructure: Supports Required for Equitable Access to Arts Education Programs                  |   |   |  |   |  |
|---|---|---|--|---|--|
| <b>Goal: Equity</b><br>Increase coordination and leadership districtwide to enhance access to the arts for all students |   |   |  |   |  |
| Phase   | Actions   | Tasks   | Person/<br>Group Responsible   | Budget Implication  | Measurable Outcome   |
| 1   | <ul style="list-style-type: none"> <li>Part time VAPA TOSA (VAPA grant coordinator) (.5 FTE)</li> </ul>   | <ul style="list-style-type: none"> <li>1 VAPA TOSA (VAPA grant coordinator) to provide professional development on arts integration across TK-8</li> <li>VAPA Coordinator will oversee development of Arts Experts</li> </ul>   | <ul style="list-style-type: none"> <li>1 VAPA TOSA (VAPA grant coordinator) with a single subject arts credential or authorization, Director of Supplemental Programs</li> </ul> | <ul style="list-style-type: none"> <li>.5 FTE from (\$46,000 including travel period), 1.0 Stipend (\$1640)</li> </ul>  | Teachers in grades TK-8 will participate in arts integration professional development                  |
| 1   | <ul style="list-style-type: none"> <li>Administer a districtwide survey to all staff to determine their Visual and Performing arts experience and expertise</li> </ul>                | <ul style="list-style-type: none"> <li>Develop a survey that spans all art disciplines and administer to teachers in August</li> </ul>  | <ul style="list-style-type: none"> <li>VAPA TOSA (VAPA grant coordinator), SCCOE, Art Experts</li> </ul>   |   | Collect survey responses from all staff. Connect with staff who have an interest or expertise          |
| 1   | <ul style="list-style-type: none"> <li>VAPA Coordinator to schedule collaboration meetings with “Art Experts” from each site that will serve as VAPA leaders at their site</li> </ul> | <ul style="list-style-type: none"> <li>VAPA Coordinators to guide site “Art Experts” on how they can support their site teacher colleagues with arts integration across the grade levels (aligned to Arts Standards)</li> </ul> | <ul style="list-style-type: none"> <li>VAPA TOSA (VAPA grant coordinator)</li> </ul>   | <ul style="list-style-type: none"> <li>Provide each “Art Expert” with a stipend and sub days for instructional coaching and lesson planning.</li> <li>Funding through SSAE grant</li> </ul> | Curriculum is developed by Arts Experts highlight existing model CTE and VAPA programs in the district |

## Strategic Direction: Infrastructure

### Supports Required for Equitable Access to Arts Education Programs

#### Goal: Equity

Pursue Equitable Funding for Facilities and Capital Outlay for VAPA

| Phase | Actions   | Tasks   | Person/<br>Group Responsible   | Budget Implication  | Measurable Outcome  |
|-------|---|---|--|---|---|
| 1     | <ul style="list-style-type: none"> <li>Create and maintain an inventory list for all VAPA resources; instruments, lighting and sound equipment, costumes, etc. in order to most efficiently provide resources to sites</li> </ul> | <ul style="list-style-type: none"> <li>Document all VAPA resources in an inventory spreadsheet. Update at the beginning/end of each school year</li> </ul>  | <ul style="list-style-type: none"> <li>VAPA Coordinators, Director of Supplemental Programs</li> </ul>   |   | All VAPA resources are held in a central inventory  |
| 2     | <ul style="list-style-type: none"> <li>Identify needs for equipment and resources</li> </ul>  | <ul style="list-style-type: none"> <li>Use available funding from the site budgets and district to purchase needed equipment and resources</li> </ul>   |  | <ul style="list-style-type: none"> <li>SSAE funds to purchase musical instruments and VAPA</li> </ul> | Distribute supplies and resources efficiently to fulfill supply needs at school sites and ensure all resources are being utilized fully |
| 3     | <ul style="list-style-type: none"> <li>Continue to assess needs and purchase equipment as needed</li> </ul>   |   |  |   | Purchase and distribute equipment and resources to sites. Update inventory list   |
| 3     | <ul style="list-style-type: none"> <li>Build partnerships in the MH community</li> </ul>  | <ul style="list-style-type: none"> <li>Determine spaces that will allow for showcasing of the arts from our district</li> <li>Develop a list of resources in the MH community that will support young artist showcases</li> <li>Plan Young Artist Showcases for the first time with schools willing to participate</li> </ul> | <ul style="list-style-type: none"> <li>Principals, VAPA Coordinators, Director of Supplemental Programs</li> </ul>                                       |   | New partnerships are developed<br>Young Artist Showcases are held (1-3 per year) at MH community locations                              |
| 3     | <ul style="list-style-type: none"> <li>Determine Fundraising strategy for Young Artist Showcase</li> </ul>  | <ul style="list-style-type: none"> <li>Develop a fundraising component to benefit the arts facilities and resources districtwide</li> </ul>   |  |   | Continue scheduling Young Artist Showcases while including a fundraising target for arts facilities and resources districtwide          |
| 3     | <ul style="list-style-type: none"> <li>Explore the use of library and media spaces to be flexible facilities that can support the arts</li> </ul>   | <ul style="list-style-type: none"> <li>Reference the district's Facilities Master Plan for future changes to facilities to ensure that new construction (including future bond funds) includes considerations for library/media centers as places for dance and theater</li> </ul>  | <ul style="list-style-type: none"> <li>Director of Construction, Director of Facilities, Director of Supplemental Programs, VAPA Coordinators</li> </ul> | <ul style="list-style-type: none"> <li>Depends on costs of construction</li> </ul>                    | Time spent with Directors of Facilities and Construction to review the goals of the Strategic Arts Plan and Facilities Master Plan      |
| 3     | <ul style="list-style-type: none"> <li>VAPA Coordinator to meet with Principals to see if they have current facilities that could be used or slightly modified for use by arts programs</li> </ul>                                | <ul style="list-style-type: none"> <li>Schedule meetings with each site Principal to walk facilities and determine what spaces are already being used for VAPA and what spaces could be slightly modified for arts programs</li> </ul>  |  |   | Record of meetings with site Principals and timelines indicating potential site facilities changes, upgrades or modifications           |

## SUSTAINABILITY

| <b>Strategic Direction: Sustainability</b><br><b>Activate opportunities for ongoing, equitable Visual &amp; Performing Arts education in our community and schools.</b> |  |  |   |   |  |
|---|--|--|---|---|--|
| <b>Goal: Communications &amp; Advocacy</b><br>Communicate the importance of arts education to the broader Morgan Hill community to increase awareness and participation |  |  |   |   |  |
| Phase   | Actions  | Tasks  | Person/Group Responsible  | Budget Implication  | Measurable Outcome   |
| 1   | <ul style="list-style-type: none"> <li>Share MHUSD VAPA Vision with stakeholders</li> </ul>            | <ul style="list-style-type: none"> <li>Create a slideshow and paper summary of VAPA Vision</li> <li>Present VAPA vision at school board meeting</li> <li>Establish &amp; create regular VAPA communication tool to share with principals &amp; sites (to push out to parents)</li> <li>Collect annual VAPA school data on programs offered</li> <li>Add VAPA questions to district LCAP Parent Engagement surveys</li> <li>Participate in regional/statewide arts showcases to share best practices</li> <li>Share highlights and key points with Cabinet and district leadership</li> </ul> | <ul style="list-style-type: none"> <li>VAPA Coordinators, Director of Supplemental Programs</li> </ul>                                | <ul style="list-style-type: none"> <li>printing costs \$2000</li> </ul>                         | <ul style="list-style-type: none"> <li>VAPA Vision handout and slideshow created</li> <li>VAPA Vision shared at district Board meeting</li> <li>Email blasts to principals/sites regularly</li> <li>Data Collection annually partnered with SCCOE</li> <li>LCAP questions added to next Parent Engagement survey</li> <li>Create CA Convening participation 10/2019</li> </ul> |
| 1 (annually)  | <ul style="list-style-type: none"> <li>Share MHUSD Arts Vision with stakeholders</li> </ul>            | <ul style="list-style-type: none"> <li>Present VAPA Vision at City Arts Council Meeting</li> <li>Collect annual VAPA school data on programs offered and effectiveness</li> </ul>  | <ul style="list-style-type: none"> <li>VAPA Coordinators, Director of Supplemental Programs</li> </ul>                                |   | <ul style="list-style-type: none"> <li>VAPA plan shared with MH City Arts Council</li> <li>Data Collection annually partnered with SCCOE</li> </ul>  |
| 1   | <ul style="list-style-type: none"> <li>Identify Community Member to lead Arts Now Community</li> </ul> | <ul style="list-style-type: none"> <li>Establish ArtsNow Community (under California Alliance for Arts Education) in MH including a parent arts council</li> <li>Participate in regional/statewide arts showcases to share best practices</li> <li>Ongoing communications and advocacy</li> </ul>  | <ul style="list-style-type: none"> <li>Arts Now Community (including VAPA coordinators)</li> <li>VAPA Coordinator/Teachers</li> </ul> | <ul style="list-style-type: none"> <li>Mini grant stipend for the Arts Now Community</li> </ul> | <ul style="list-style-type: none"> <li>Form a parent arts council to convene quarterly</li> <li>Share model at regional/state education community</li> </ul>   |



| <b>Strategic Direction: Sustainability</b><br><b>Activate opportunities for ongoing, equitable Visual &amp; Performing Arts education in our community</b>  |   |   |  |                    |   |
|---|---|---|--|--------------------|---|
| <b>Goal: Diverse, Sustainable Funding</b><br>Engage the district and the community in a collective effort to raise funds to allow all students to experience the benefits of a comprehensive arts education |   |   |  |                    |   |
| Phase   | Actions   | Tasks   | Person/Group Responsible   | Budget Implication | Measurable Outcome  |
| 1   | <ul style="list-style-type: none"> <li>Allocate funds for VAPA programming into district budget</li> </ul>  | <ul style="list-style-type: none"> <li>Utilize LCFF to fund VAPA priorities</li> <li>Research, educate, and implement Title I funding for the arts</li> </ul>   | <ul style="list-style-type: none"> <li>VAPA TOSA (grant coordinator), Director of Supplemental Programs, Director of Curriculum, Instruction &amp; Assessment, Principals</li> </ul> |                    | <ul style="list-style-type: none"> <li>Increased \$ in LCAP yearly</li> <li>Title I Funding shared at Principal's Meeting</li> </ul>  |
| 2   | <ul style="list-style-type: none"> <li>Allocate funds for VAPA programming into district budget</li> <li>Sustainable funding sources from potential community and business</li> <li>Innovative &amp; creative fundraisers and programs for VAPA programs</li> </ul> | <ul style="list-style-type: none"> <li>Utilize LCFF to fund VAPA priorities</li> <li>Research, educate, and implement Title I funding for the arts</li> <li>Share VAPA Vision with Chamber of Commerce</li> <li>Create an Arts Now Community subcommittee focused on funding</li> <li>Create an annual district wide fundraiser for the arts</li> </ul> | <ul style="list-style-type: none"> <li>VAPA TOSA (grant coordinator), Director of Supplemental Programs, Director of Curriculum, VAPA Coordinators, Arts Now Community</li> </ul>    |                    | <ul style="list-style-type: none"> <li>Increased \$ in LCAP yearly</li> <li>Title I Funding utilized by 3 school sites</li> <li>Outside funding sources sought</li> <li>Arts Now funding committee meeting agendas</li> <li>Annual fundraiser for the arts</li> </ul> |
| 3   | <ul style="list-style-type: none"> <li>Sustainable funding sources from potential community and business</li> <li>Innovative &amp; creative fundraisers and programs for VAPA programs</li> </ul>   | <ul style="list-style-type: none"> <li>Share VAPA Vision with wider business/funder audience</li> <li>Create an annual district wide fundraiser for the arts</li> </ul>   | <ul style="list-style-type: none"> <li>VAPA TOSA (grant coordinator), Arts Now Community</li> </ul>  |                    | <ul style="list-style-type: none"> <li>Outside funding sources established &amp; maintained</li> <li>Annual fundraiser</li> </ul>   |
| 3   | <ul style="list-style-type: none"> <li>Explore creation of an education foundation</li> </ul>   | Identify key donor to start the effort  | <ul style="list-style-type: none"> <li>Assistant Superintendent, Superintendent and Board</li> </ul>   |                    | <ul style="list-style-type: none"> <li>Education Foundation funding established</li> <li>Annual fundraiser shows growth over time</li> </ul>  |

**Strategic Direction: Sustainability:**  
**Activate opportunities for ongoing, equitable Visual & Performing Arts education in our community**

Goal: **Build Value for the Arts**

Customized and localized Parent and Community Engagement and Communications unique to Morgan Hill

| Phase | Actions   | Tasks   | Person/Group Responsible  | Budget Implication  | Measurable Outcome   |
|-------|---|---|---|---------------------|--|
| 1     | <ul style="list-style-type: none"> <li>Seek community arts organization partnerships</li> <li>Communicate with MH city about VAPA events and initiatives</li> <li>Leverage parents into district wide elementary school arts programming</li> </ul>               | <ul style="list-style-type: none"> <li>Share VAPA Vision with local arts orgs</li> <li>Press releases to Morgan Hill Times/ Morgan Hill Life</li> <li>Schedule and lead informational events for parents and the community about MHUSD VAPA programs</li> </ul> | <ul style="list-style-type: none"> <li>Community Members, VAPA coordinators, District Communications Coordinator</li> </ul>   |                     | <ul style="list-style-type: none"> <li>Reach out to 2 local orgs</li> <li>Ongoing - seeing MHUSD VAPA in print publications</li> <li>Events held to build awareness and capture more community and parent involvement in VAPA programs</li> </ul>  |
| 2/3   | <ul style="list-style-type: none"> <li>Establish annual arts showcase(s) for all stakeholders</li> <li>Continue partnership with CREATE CA</li> <li>Seek community arts organization partnerships</li> </ul>  | <ul style="list-style-type: none"> <li>Calendar a date for arts showcase and reserve a location</li> <li>Share VAPA Vision with local arts orgs</li> </ul>  | <ul style="list-style-type: none"> <li>Arts Now Leadership Team, VAPA Coordinators, VAPA Committee &amp; Teachers, help, Arts Now Community team members</li> </ul>       |                     | <ul style="list-style-type: none"> <li>Arts event established and communicated to community</li> <li>Established partnership(s) with local arts org(s)</li> </ul>  |
| 3     | <ul style="list-style-type: none"> <li>Support school sites with hosting Family Art Nights, including district Family Art Nights</li> <li>Seek feedback from VAPA Committee and Arts Now Committee (including parents) about the progress of VAPA Plan</li> </ul> | <ul style="list-style-type: none"> <li>Schedule Family Art Nights at sites and district office or MH city location</li> <li>Create a surveying mechanism to gather input on the progress of VAPA Plan</li> </ul>  | <ul style="list-style-type: none"> <li>VAPA Coordinators, Principals, Communications Coordinator, Community Liaisons, site Art Experts, VAPA Teachers, Parents</li> </ul> | Cost of consumables | <ul style="list-style-type: none"> <li>Evidence of parent participation and feedback through surveys</li> <li>Media displays through online and print publications</li> <li>Data and input gathered from survey that can be used to guide the development and progress of VAPA Plan</li> </ul> |

# Glossary of Selected Terms

**Arts** - an inclusive term that encompasses all the Arts disciplines of dance, music, media arts, Theater, and visual arts.

**Arts Integration** - an approach to teaching in which students construct and demonstrate understanding of a core content area through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both.

**ELs** - English learner students are those students for whom there is a report of a primary language other than English.

**Foster Youth** - Students identified as being in the care of a group or foster home.

**Homeless** – children who lack a fixed, regular, and adequate nighttime residence.

**LCAP** - Local Control Accountability Plan is part of the LCFF. The LCAP describes a school district's overall vision for students, annual goals and specific actions the district will take to achieve the vision and goals.

**LCFF** - Local Control Funding Formula - Current funding law from the state of California to give school boards local control.

**Media Arts** - includes screen-based projects presented via film, television, radio, audio, video, the Internet, interactive and mobile technologies, video games, transmedia storytelling, and satellite as well as media-related printed books, catalogues, and journals.

**Partnerships** - association between two or more organizations. In this context, referring to partnerships with schools, districts, community arts partners, businesses, and other stakeholder groups.

**SED** - Designation of a student's socioeconomic status associated with high need.

**Stakeholders** - persons with an interest or concern in arts, arts education, and education policy in Morgan Hill Unified. This could include students, parents, community members, principals, and teachers.

**STEAM** - an approach to learning that uses science, technology, engineering, arts, and mathematics as access points for student inquiry, dialogue, and critical thinking. Utilizing and leveraging the integrity of the arts themselves is essential to an authentic STEAM initiative.



# Arts Partners



## Artspiration

The Santa Clara County-wide initiative to advocate, support, and promote arts education for all public school students. Artspiration is housed in the Santa Clara County Office of Education. The Morgan Hill Strategic Arts Plan was aligned to the overall Artspiration work of the County Office with full support from the VAPA Coordinator, Jeannine Flores.

[www.artspiration.sccoe.org](http://www.artspiration.sccoe.org)



## Create CA

Create CA is a coalition of dedicated and innovative leaders who understand that together we have the power to create lasting change for every California student. Our mission is to ensure ALL students are able to reach their full potential by advancing an education model that promotes creativity and the arts for the workforce of tomorrow.

[www.createca.net](http://www.createca.net)



## California Alliance for Arts Education

The California Alliance for Arts Education advocates for high quality arts education for all students by providing policy expertise and by mobilizing a statewide network of advocates and allied partners to do planning, assessment and local community development. As part of the Alliance's commitment to offering support, The Arts Now Planning Initiative provides strategic planning assistance throughout the State, including coaching assistance for those who wish to build Strategic Arts Education Plans at the district level and ongoing support through Arts Now Community development.

[www.artsed411.org](http://www.artsed411.org)





# Strategic Arts Planning Team Composed of District and Community Members

|                         |  |
|-------------------------|--|
| Griselda Ahumada        | MHUSD Parent   |
| Steve Betando           | MHUSD Superintendent                                   |
| Patrick Buchser         | MHUSD Principal  |
| Peggy Burt              | California Alliance for Arts Education                 |
| Reyna Ceja              | MHUSD Parent   |
| Christopher Demelo      | MHUSD Teacher  |
| Casino Fajardo          | MHUSD Director Construction and Modernization          |
| Jeannine Flores         | SCCOE VAPA Coordinator                                 |
| Marisa Giesey           | MHUSD Teacher  |
| Joe Guinane             | MHUSD TOSA   |
| Barbara Hughes          | SJSU Bay Area Cal Arts Project Regional Director       |
| Amanda Knudtson Raudsep | VAPA TOSA (grant coordinator)                          |
| Victoria Knutson        | MHUSD Director Fiscal Services                         |
| Christine Lewis         | MHUSD Teacher  |
| Jason Locsin            | MHUSD Teacher  |
| Darren McDonald         | MHUSD Principal  |
| Shawn McGinn            | Former MHUSD Teacher                                   |
| Esmeralda Morales       | MHUSD Parent   |
| Heather Nursement       | MHUSD Director of Supplemental Programs                |
| Kristina Peterson       | MHUSD Teacher  |
| Maria Reitano           | MHUSD Principal  |
| Neil Schwartz           | MHUSD Teacher  |
| Anthony Stenberg        | Director Morgan Hill Art School                        |
| Ramon Zavala            | MHUSD Assistant Superintendent of Educational Services |
| <b>MHUSD Students</b>   |  |
| Sunjana Banwait         | El Toro  |
| Sophia Chiang           | El Toro  |
| James Hayes             | SMG  |
| Margaret Middleton      | El Toro  |
| Delanie Monaco          | SMG  |
| Elizabeth Richardson    | El Toro  |
| Georgia Stanley         | Sobrato  |
| Jazmin Torres           | SMG  |

## NOTES

## NOTES



**Santa Clara County Office of Education**

**County Board of Education**

Rosemary Kamei – President

Anna Song – Vice President

Joseph Di Salvo

Kathleen M. King

Grace H. Mah

Peter Ortiz

Claudia Rossi

**County Superintendent of Schools**

Dr. Mary Ann Dewan



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