Arts Education Roadmap
2021-2024

Elk Grove Unified School District

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Introduction

The Importance of Arts Education: Why Art Matters

According to the Every Student Succeeds Act (ESSA) adopted by the U.S. Congress in 2015, Arts Education is an essential component of a well-rounded education.[1] Art and music are listed in the definition of a "well-rounded education" and were included in the expansion of subjects when the term, *core academic subjects,* was replaced with *well-rounded education.* To this end, the California State Board of Education adopted the *California Arts Standards for Public Schools, Prekindergarten Through Grade Twelve* (*Arts Standards*) in January, 2019. The arts are referenced in California Education Code Sections 51201 and 51220 to include all arts disciplines (dance, media arts, music, theatre, and visual arts).

The Elk Grove Unified Arts Education Roadmap was created as a guide to ensure high-quality, PreK-12 arts education for ALL students. Our vision is to ensure ALL students engage in a comprehensive Visual and Performing Arts education that fosters students' creativity, individuality, and academic potential to inspire and to resonate throughout their education, career, and life.

Comprehensive arts education programs are grounded in a vision of artistic literacy — the knowledge and understanding required to participate authentically in the arts. An artistically literate person is able to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.[2] Arts education can provide students with a variety of academic and social-emotional opportunities.

Arts education can help better support students in becoming emotionally healthy, engaged, and productive adults.[3] Through the arts, students learn to become problem-solvers and decision-makers, think creatively, build self-esteem and self-discipline, take risks, and accept responsibility. The arts also create an environment where students feel welcomed, supported, connected, and engaged.

In addition to the positive effects the arts have on the development of their social and personal competencies, studies have shown that high school students from under-resourced environments have better grades, are less likely to drop out, and more likely to go on to college when involved in the arts.[4] The U.S. Department of Education's ten-year review of Arts in Education-funded programs found that "students in arts programming had better attendance, fewer disciplinary issues and improved on-task behavior relative to comparison students."[5]

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[1] ESSA: Mapping opportunities for the arts - A Well-Rounded Education; aep-arts.org
[2] California Department of Education: 2019 California Arts Standards Placemat
[3] Arts Education and Social-Emotional Learning Outcomes Among K-12 Students: Developing a Theory of Action
[4] Catterall,J.S., Dumais, S.A., & Hampden-Thompson, G. (2012). The Arts and Achievement in At-Risk Youth: Findings from Four Longitudinal Studies
[5] U.S. Department of Education. Progress and Promise: Ten Years of the Arts Education Model Development and Dissemination Program

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EGUSD Arts Education Planning Team: 2016 to 2021

In 2016, nearly 40 K-12 teachers, site administrators, district administrators, board members, parents, and community arts partners began working on the original Arts Education Master Plan for the Elk Grove Unified School District. This team worked diligently to provide a valuable and purposeful plan, acknowledging the importance of arts education and identifying nine essential components of an arts master plan. Using this firm foundation, the current planning team has clarified, consolidated, and identified four priority areas that encapsulate the nine components of the original plan. Many members of the original planning team continued on as part of the 2020-2021 planning team, and the group of diverse educators, administrations, board members and community members has benefited from their institutional knowledge and expertise.

The four priority areas identified by the current planning team include recommendations and specific goals for each priority area. The tables below outline multiple goals in each priority area and specifically detail actionable steps, potential measures, and a timeline for completion for each step. During the next three years, the potential measures will guide data collection and create a baseline for progress monitoring, identifying gaps, and establishing measurable outcomes. This updated plan recognizes the need for equity and representation of all student groups.

"There is no depth to education without art."

-Amiri Baraka

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Priority Area 1: Teaching and Learning

Promote, develop, and implement rigorous, standards-aligned high-quality arts instruction for ALL students. Provide professional learning and professional development opportunities for teachers and administrators.

Goal 1:	Provide teachers and staff with the necessary knowledge, skills, and resources to implement visual and performing arts instruction.	
	Potential Measures Number of professional learning opportunities offered, number of teacher/staff engaged in learning opportunities, stakeholder feedback, survey data, (number of visits/hits/clicks/engagements on VAPA website).	
	Actionable Steps	**Timeline**
	● Educate district staff and leadership about the importance and relevance of visual and performing arts and support strong VAPA programs in all EGUSD schools.	2021-2024
	● Partner with local community arts education organizations to provide high quality professional learning for teachers.	2021-2024
	● Create a professional development plan to support the implementation of the VAPA Framework and Standards and to provide robust instruction and adequately evaluate student performance.	2021-2022
	● Provide professional learning opportunities for teachers in the areas of instruction and assessment, specific to visual and performing arts.	2021-2024
	● Develop a centralized digital location where district Arts teachers can access information about arts organizations, VAPA information, PD opportunities, research, and other relevant information regarding VAPA programs and instruction. Update as needed during year two and year three.	2021-2022

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Goal 2:	Partner with community arts organizations to provide on campus arts education opportunities.	
	Potential Measures Percentage of schools participating and partnering with community arts organizations.	
	Actionable Steps	**Timeline**
	● Partner with arts organizations, such as *Any Given Child,* to provide on campus arts experiences and "Artist in Residence" opportunities.	2021-2022
	● Explore additional arts organizations, such as 916 Ink, Newsongs School of Music, and CLARA Classroom, to provide on campus art experiences. (e.g. Artist in Residency, Music Education in the classroom)	2021-2022
	● Bring instructional and performance programs to elementary school sites provided by community arts organizations. (See goal #4)	2021-2024
	● Explore opportunities to bring arts partners and programs to secondary school sites.	2022-2023

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Goal 3:	Provide resources, materials and curriculum to all arts programs.	
	Potential Measures Refreshed/updated secondary VAPA courses, adoption of new curriculum for both secondary and elementary.	
	Actionable Steps	**Timeline**
	● Explore Elementary Arts curriculum.	2021-2022
	● Review Secondary VAPA courses and Refresh/Update as necessary.	2021-2022
	● Determine curriculum needs in Secondary.	2021-2022
	● Collaborate with the PreK-6 department to explore options specific to PreK.	2021-2022
	● Possible pilot Elementary Arts curriculum.	2022-2023
	● Possible adoption of Elementary Arts curriculum.	2023-2024

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Goal 4:	Explore different comprehensive elementary arts programs to determine effectiveness and relevance/value to the school community.

	Potential Measures Percentage of teacher/student participation in programs, attendance at provided professional learning opportunities, survey data and participant feedback about the programs.

Actionable Steps	Timeline
• In conjunction with Carnegie Hall - Link Up and the Sacramento Philharmonic, purchase recorders and provide professional learning support and instructional materials for 3rd grade teachers. Classroom teachers will provide weekly instruction to students, culminating in a joint concert field trip with the Sacramento Philharmonic.	2021-2022 (Pilot)
• Purchase art kits for all 5th grade students and provide professional learning support and instructional materials for 5th grade teachers.	2021-2022 (Pilot)
• Provide after-school band programs at all sites. (Open to 4th, 5th, and 6th graders.)	2021-2024
• Explore Performing Arts online platforms, such as CLARA Classroom.	2021-2022 (Pilot)
• Explore additional arts experiences in all grades, with emphasis for grades PreK-2.	2021-2022
• Implement arts experiences (all disciplines) in grades PreK-2.	2022-2023
• Implement additional arts experience with emphasis in dance and theatre.	2022-2023
• Evaluate all implemented elementary arts experiences to determine efficacy.	2023-2024

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Goal 5:	Evaluate arts integration needs at school sites in order to provide professional development for teachers and district support staff on ways to integrate arts education into the curriculum, specifically in the core content areas, PBIS, and social-emotional learning.	
	Potential Measures Discipline data, attendance data, number of staff attending professional learning opportunities, percentage of schools participating and partnering with community arts organizations.	
	Actionable Steps	**Timeline**
	● Explore the use of arts integration as a strategy for academic and social-emotional support.	2021-2022
	● Partner with local community arts education organizations to provide high quality professional learning for teachers in order to support arts integration.	2021-2024
	● Recruit current EGUSD teachers, support staff, and administrators to provide professional development with comprehensive examples and guidance for arts integration.	2021-2024

Goal 6:	Evaluate student access to visual and performing arts programs and classes at the secondary level to meet the needs of the community	
	Potential Measures Number of VAPA programs and classes offered, stakeholder feedback and survey data, number of students enrolled/participating in arts offerings, graduation rates, evidence of arts on campus.	
	Actionable Steps	**Timeline**
	● Conduct an assessment of secondary course offerings at each school site.	2021-2022
	● Examine A-G graduation requirements and master schedule development to ensure equity and access to VAPA courses.	2021-2022
	● Examine the ways in which we schedule courses in order to provide year-long access to visual and performing arts classes.	2021-2023

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Priority Area 2: Leadership and Personnel
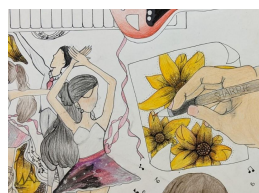
 Enhance the knowledge and skills of teachers and administrators in visual and performing arts instruction. Develop and implement recruitment, hiring and retainment practices of VAPA personnel.

| Goal 1:	Determine required staff to maximize support and grow VAPA programs.	
	Potential Measures Number of VAPA programs and classes offered, stakeholder feedback and survey data, number of students enrolled/participating in arts offerings, graduation rates, evidence of arts on campus.	
	Actionable Steps	**Timeline**
	• Explore additional personnel to implement the Arts Education Roadmap.	2021-2022
	• Based on determined need, hire staff to support Arts Education Roadmap implementation.	2022-2024
	• Explore feasibility of hiring content specific arts teachers in elementary schools to provide arts instruction within the school day (with the goal of providing visual and performing arts at each elementary school in the areas of art, music, theatre, dance, and visual arts).	2021-2022
	• Determine if existing staffing meets the needs of all secondary sites and provides access to programs for all students.	2021-2022
	• Explore the use of outside contractors.	2021-2022
	• Hire determined staff from internal and/or external.	2022-2024
	• Sustain and maintain existing staffing at secondary sites.	2021-2024

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Goal 2:	Build the leadership capacity of our teachers and provide time for collaboration, planning, lesson design, and analysis of data in order to provide high-quality arts education instruction.	
	Potential Measures Meeting attendance, meeting agendas, stakeholder feedback, survey data.	
	Actionable Steps	**Timeline**
	• VAPA Teacher/Discipline Collaboration/Articulation: Provide time and/or compensation for VAPA content area teachers to meet with "like" VAPA content area teachers from other sites to collaborate in a PLC manner and similar to Early Out/Late Start format for on-site teachers.	2021-2024
	• Develop continuity between arts programs through regional PreK-12 articulation opportunities for teachers to meet and discuss arts programs.	2021-2024

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Goal 3:	Leverage district and community stakeholders to continue to explore, develop, and support arts education programs, curriculum, and resources.

Potential Measures Meeting attendance, meeting agendas, stakeholder feedback, survey data, completed scope and sequence document.

Actionable Steps	Timeline
● Arts Education Planning Team - Meet a minimum of 2 times during the school year to monitor implementation of the Arts Education Roadmap.	2021-2024
● VAPA Steering Committee - Using the California Arts Education Framework, develop a "scope and sequence" document to support classroom teachers' implementation of VAPA standards.	2021-2023
● Collaborate with College and Career Connections to evaluate current offerings, make connections between the Visual and Performing Arts coursework, make connections with higher education institutions and arts career paths.	2021-2022
● Collaborate with the Department of Equity and Equity Coalition to support equitable arts education.	2021-2022
● Collaborate with Research and Evaluation to create a program review plan, establish baseline metrics and implement a data collection plan.	2021-2022
● Interdisciplinary collaboration among the various departments in EGUSD to support the roadmap, including Research and Evaluation, and special emphasis with PreK-6 and Secondary Education departments.	2021-2024
● Director's continued participation in Sacramento County of Education: Arts Community of Practice.	2021-2024
● Director's continued participation in Any Given Child collaborative meetings.	2021-2024

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Priority Area 3: Family and Community Engagement
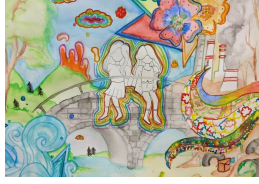
Promote, develop, and implement family and community outreach, as well as provide opportunities for students to showcase their visual and performing arts learning.

| Goal 1:	Develop a communication plan to promote arts education within the district and greater community.	
	Potential Measures Attendance at arts events, stakeholder feedback and survey data, performance calendars, evidence of arts on campus.	
	Actionable Steps	**Timeline**
	● Establish centralized communications regarding arts events throughout the district.	2021-2022
	● Collaborate with Communications Department to promote, educate, and celebrate arts education in our district (i.e. Arts Education Campaign).	2021-2024
	● Educate families and communities about the importance and relevance of visual and performing arts and advocate for strong VAPA programs in all EGUSD schools.	2021-2024
	● Partner with the FACE department to provide Arts opportunities and information to families through the FACE website.	2021-2024
	● Establish strategy with community arts partners to create an open dialogue around arts events both within the district and within the community.	2021-2022

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Goal 2:	Celebrate and showcase students at festivals and events throughout the district. Include all artistic disciplines - art, music, theater, dance, media arts, etc.	
	Potential Measures Baseline established for participation in arts events by students, families, teachers, and community.	
	Actionable Steps	**Timeline**
	• Showcases and performances - Schoolwide/multidisciplinary programs that showcase multiple art mediums (music, dance, art, digital art, media production, etc.) across grade levels.	2021-2024
	• Establish regional and district-wide Arts Festivals and Showcases - Year 1: up to 3 regions.	2021-2022
	• Establish regional and district-wide Arts Festivals and Showcases - Year 2: up to 6 regions.	2022-2023
	• Establish regional and district-wide Arts Festivals and Showcases - Year 3: ALL 9 regions.	2023-2024

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Goal 3:	Provide opportunities for family engagement in the arts at the classroom, site, and district level.	
	Potential Measures Attendance at arts events, stakeholder feedback and survey data, performance calendars, evidence of art on campus, participation in arts events by families.	
	Actionable Steps	**Timeline**
	• Invite and encourage families to attend performances and showcases in order for families to see the benefit of arts education in the classroom.	2021-2022
	• Provide information and research to show the impact of arts education.	2021-2022
	• Provide opportunities for families to observe arts lessons.	2021-2024

Priority Area 4: Budget and Resources
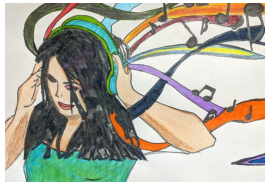
Promote, develop, and implement plans to use existing facilities (Performing Arts Centers, Black Box Theaters, Multipurpose Rooms, etc.) and existing VAPA resources at school sites. Budget for and fund district and site materials, resources and facilities.

Goal 1:	Secure, maximize, and allocate funds to support and sustain Pre K - 12 Arts Education.	
	Potential Measures Arts education enrollment data, attendance at arts events, stakeholder feedback and survey data, performance calendars, evidence of arts on campus.	
	Actionable Steps	**Timeline**
	● Using one time allocations, provide funding to address unique site VAPA requests (e.g. band uniforms, band instruments, Theatre repairs, piano labs, upgrade Media Arts technology, etc.)	2021-2022
	● Provide yearly allocations to support VAPA at all sites.	2022-2024
	● Research funding options to maintain Performing Arts Centers (PAC) facilities and personnel.	2021-2022
	● Research and develop short-term and long-term funding plans to sustain and maintain arts programs across the district.	2021-2024
	● Secure funding to support family and community engagement goals, specifically showcases and festivals. (e.g. funds for clinicians, adjudicators, awards).	2021-2024
	● Collaborate with the district Grants Office to explore grant funding.	2021-2024
	● Provide resources and funds to support all other priority areas.	2021-2024

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Conclusion

The goal of the Elk Grove Unified School District Arts Education Roadmap is to guide and support district educators and leaders as we strive to provide a robust, well-rounded arts education to ALL students. The developed timeline provides a guide for implementation, although some actions may start sooner than anticipated if the situation allows for it. During the three-year time frame outlined in the plan, continuous progress monitoring will be done by the Director of Visual and Performing Arts along with district leadership, board members, the Research and Evaluation Department, and members of the planning team. The EGUSD Arts Education Roadmap is a working document that will be revisited, revised, and adjusted as needed to meet the diverse needs of our district and community.

"The Arts...

★ connect students to themselves and each other;

★ transform the environment for learning;

★ connect learning experiences to the world;

★ reach students who are not otherwise being reached in ways that they are not otherwise being reached; and

★ provide new challenges for those students considered successful."

-Champions of Change: The Impact of the Arts on Learning (Fiske et al. 1999)

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Zuri Le
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Lauren Richey
Muska Sabawoon
Diviany Saucedo
Baresham Shareef

Domonique Silveira
T. R. Smedberg MS Art II,
Period 2

Selected from 2019-2020 Arts Showcase

Appendix - References, Research and Resources

- ★ [Arts Achieve, impacting student success in the arts: Preliminary findings after one year of implementation](#)
- ★ [Arts Education and Social-Emotional Learning Outcomes Among K-12 Students: Developing a Theory of Action](#)
- ★ [California Alliance for Arts Education](#)
- ★ [California Arts Council](#)
- ★ [California Arts Education Framework - Visual & Performing Arts (CA Dept of Education)](#)
- ★ [California Arts Standards - Content Standards (CA Dept of Education)](#)
- ★ [California County Superintendents Arts Initiative](#)
- ★ [California Education Policy](#).
- ★ [California's Statewide Arts Education Coalition](#)
- ★ [Champion Report](#)
- ★ [Culturally & Linguistically Responsive Arts Teaching and Learning in Action](#)
- ★ [International Journal of Education & the Arts](#)
- ★ [Early music lessons boost brain development](#)
- ★ [ESSA: Mapping opportunities for the arts A Well-Rounded Education](#)
- ★ [Involvement in the arts and success in secondary school.](#)
- ★ [Music training alters the course of Adolescent Auditory Development](#)
- ★ [Music Matters](#)
- ★ [PARENTS' GUIDE TO ARTS EDUCATION IN CALIFORNIA PUBLIC SCHOOLS](#)
- ★ [Perspectives on Arts Education and Curriculum Design](#)
- ★ [Resource Title: Beyond the Core: Advancing student success through the arts](#)
- ★ [The Arts and Achievement in At-Risk Youth](#)
- ★ [The Arts Count Series](#)

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