

# GARDEN GROVE UNIFIED SCHOOL DISTRICT

Visual and Performing Arts Education Plan  
2015-2020



**Garden Grove Unified School District**  
**Visual and Performing Arts Education Plan 2015-2020**  
**Executive Summary**

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**Purpose**

Garden Grove Unified School District recognizes that each child is an individual with independent creative needs. GGUSD's goal is to provide all students continuing creative experiences through the media of dance, music, theater arts, and visual arts.

This document describes an action plan to further the implementation of the Visual and Performing Arts (VAPA) programs of the Garden Grove Unified School District. The goals herein align with the District's vision and mission statement specifying that GGUSD is committed to preparing all students to be successful and responsible citizens and will provide a rigorous and supportive academic experience for all learners. It provides a road map towards achieving an exemplary visual and performing arts program in which all students have the opportunity to develop their appreciation, skills, and literacy in the arts. Through mastery of the arts, students become effective communicators, enhancing and expanding their academic and life experiences. Students will possess the creative and collaborative skills of the 21<sup>st</sup> century learner.

**Summary**

The Visual and Performing Arts Education Plan is divided into six Focus Areas that address the specific needs of a comprehensive arts program. The references used to help define these focus areas were the *National Core Arts Standards, 2014*; *The Qualities of Quality: Understanding Excellence in Arts Education*, Project Zero, Harvard University, 2009; and *Ed Codes 51210, 51220 and 8950*.

The Focus Areas are:

1. Access to the Arts – All students have equitable access to a comprehensive arts education.
2. Essential Resources for a Base Program – All students have access to highly qualified personnel, appropriate learning spaces, and adequate materials.
3. Curriculum and Instruction- GGUSD implements a well-defined arts curriculum that fosters critical thinking, creativity, communication, and collaboration through the arts.
4. Professional Development- GGUSD provides Arts Specialists and K-6 General Classroom Teachers with sufficient professional development opportunities to increase capacity to deliver quality arts instruction.
5. Community Involvement – GGUSD maximizes opportunity for community involvement accessing countywide resources that benefit all students.
6. Communication and Awareness- All stakeholders understand the role of arts education in a comprehensive curriculum.

Each *Focus Area* has specific action steps to be taken with resulting outcomes, budget implications, and recommended timelines for implementation. The timeline is identified in years to allow flexibility considering mandates, fiscal restraints, and other district goals while

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still providing a roadmap for long-term implementation. A *Year 1 Implementation Activities* is included to provide an overview of first steps that may be considered as priority items.

**Rationale**

Study of the arts in its many forms- whether as a stand alone subject or integrated into the school curriculum- is an essential part of achieving success in school, life, and work.<sup>1</sup> The arts can help students become tenacious, team-oriented problem solvers who are confident and able to think creatively.<sup>2</sup> Purposeful student engagement required for visual and performing arts teaches the Partnership for 21<sup>st</sup> Century “4 C’s” skills of creativity, collaboration, critical thinking, and communication. David Coleman, author of the Common Core State Standards and President and Chief Executive Officer of the College Board, states,

Meaningful appreciation and study of works of art begins with close observation. The Core Standards in Literacy similarly describe reading as the product of sustained observation and attention to detail. Particularly when encountering complex art, or reading the level of complex text students will need to be ready for college and careers, students will need to learn to re-examine and observe closely...The Core Standards in Literacy likewise require students to analyze “language that is particularly fresh, engaging, or beautiful.”<sup>3</sup>

Research further indicates positive outcomes for comprehensive, inclusive arts education, K-12. Current data indicates:

- Involvement in the arts promotes academic success.<sup>4</sup>
- Learning in the arts helps students develop a sense that they can be agents of their own learning and that they can make a positive change in their own lives and in their surroundings.<sup>5</sup>
- Improved student behavior and attendance rates are attributed to the schools’ arts programs.<sup>5</sup>
- The arts reach students who are not otherwise being reached.<sup>6</sup>
- The arts promote complexity in the learning experience.<sup>6</sup>

**The Visual and Performing Arts Education Plan**

The Garden Grove Unified School District Visual and Performing Arts Education Plan was written by a team of District teachers, administrators, parents, and community partners. The team’s work was facilitated by the GGUSD VAPA Coordinator, the Orange County Department of Education, and The California Arts Project.

Research by the team leading up to the writing of this plan included: 1) discussing the District’s long-range goals, 2) learning about current educational initiatives including the new State Standards for Language Arts, and 3) reading the Qualities of Quality monograph on arts education from Harvard University’s Project Zero. Subsequently, the team envisioned what can be built upon in current exemplary arts programs to ensure that every child in the District has access to high quality K-12 arts education that leads to success in college, and career

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in whatever field he/she pursues. The plan should be monitored regularly and revisited in 2020 to evaluate accomplishments and re-envision new goals.

Attached are:

1. Visual and Performing Arts Education Plan Team Members
2. 5-Year Visual and Performing Arts Education Plan
3. Year 1 Implementation Activities

**References**

<sup>1</sup> *Making the Case for the Arts*, Arts Education Partnership, 2005

<sup>2</sup> Letter to School Education Community Leaders, Arne Duncan, Secretary of Education, 2009

<sup>3</sup> *Guiding Principles for the Arts: Grades K-12*, David Coleman, presentation for the New York State Department of Education, 2011

<sup>4</sup> *Involvement in the Arts and Human Development*, James S. Caterall, Chapleau, Iwanaga, 1999.

<sup>5</sup> *Third Space: When Learning Matters and Critical Evidence: How the Arts Benefit Student Achievement*, National Assembly of State Arts Agencies, 2005.

<sup>6</sup> *Champions of Change: The Impact of the Arts on Learning*, Arts Education Partnership & President's Committee of the Arts and Humanities, 1999.

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**Writing Team**

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Amanda Zarr – Shakespeare Orange County, Education Director

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<b>Focus Area: Access to the Arts</b>					
<b>Goal: All students have equitable access to a comprehensive arts education.</b>					
<b>Current Practice(s) and Data Guiding Action Steps:</b> All general education and SDC elementary students have ongoing instruction in music (with the exception of Mark Twain); All intermediate schools offer music and art classes to varying degrees (with the exception of Jordan SLC), access to these classes is limited to students not enrolled in an academic elective; Mark Twain and Jordan SLC do not offer arts programs; All high schools offer music, theater, and visual art; Two high schools offer dance instruction during the academic day and one offers dance through ROP.					
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Funding Implications</b>
Year 1	Determine to what extent each school is offering a comprehensive arts education (dance, music, theater, visual arts).	Existing programs and areas of need at each site are identified.	VAPA Coordinator	Written report	None
Year 1	Convene a committee of arts teachers and intermediate school administrators to determine ways to provide more access to arts courses at the 7-8 level.	Identification of possible solutions to providing increased access to the arts at the 7-8 level.	VAPA Coordinator	Written report	Substitutes/ Teacher Hourly
Year 1-2	Communicate, utilize, and increase opportunities to incorporate artistic productions into arts learning for students, e.g. OC Philharmonic Society.  Empower teachers, principals and parents to use and promote these resources.	Students K-12 experience more artistic productions.  Students have increased knowledge of career pathways.  Students increase their understanding of communicating through the arts.	VAPA Coordinator  Community Arts Network	VAPA database of events offered and utilized by schools	Transportation Costs  Possible program costs (entry fees)  Substitutes/ Teacher hourly

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<b>Focus Area: Access to the Arts - continued</b>					
Year 1	Establish a music program at Mark Twain Elementary taught by a music specialist or music therapist.	All students have access to targeted music instruction.	VAPA Coordinator	Arts FTE's assigned to MT	FTE's/Teacher hourly
Year 1	Pilot and expand after school visual art programs at targeted elementary schools taught by art specialists.	More students have access to visual arts education.	Site Administrators	Increased K-6 submissions to district and county art shows	Instruments
Year 3-5	Provide a dance program at all seven high schools that satisfies PE and VAPA credits taught by a dance specialist.	Students at all high schools have access to a comprehensive dance education.	VAPA TOSA		Dance course offerings increased
Year 2 - 3	Create/Utilize stand-alone arts lessons <u>and</u> arts integrated lessons at the K-6 level (dance, visual art, theatre) for general classroom teachers, e.g. Arts Advantage (OCDE).	More students receive standards-based arts instruction.	VAPA Coordinator	Attendance at after school arts PD	Substitutes/ Teacher Hourly
			Site Administrator	Arts Advantage training attendance	Materials
			VAPA TOSA	Follow up visits to school sites (catalogued)	
Year 1 - 2	Find ways to support cultural arts experiences on K-12 campuses, e.g. mariachi band, folkloric dance, etc.	Students have opportunities to create and perform culturally significant art.	VAPA Coordinator	Survey of schools	Teacher Hourly
			VAPA TOSA		Possible equipment/supplies
			Site Administrators		
			Comm. Outreach		

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<b>Focus Area: Essential Resources for a Base Program</b>					
<b>Goal: All students have access to highly qualified personnel, appropriate learning spaces, and adequate materials.</b>					
<b>Current Practice(s) and Data Guiding Action Steps:</b> Resources available to arts teachers vary from site to site in many cases. Instrumental music teachers are supported by the VAPA office with resources for instrument repair and, to a limited degree, instrument purchases. No formal information has been given to site administrators regarding base needs to run arts programs. Most decisions regarding funding to arts programs are made at the site level.					
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Funding Implications</b>
Year 1	Examine existing VAPA instructional spaces to identify needs.  Make recommendations to align spaces with quality instruction.	Site administrators are informed and provided with possible solutions for facilities use.  Students have access to appropriate arts spaces that support daily instruction.	VAPA Coordinator  VAPA TOSA  Site Administrators	Data collected from sites	None
Year 1	Inform principals of the process for hiring instructional support staff, e.g. accompanists, music or dance coaches, choreographer, etc.	Increased differentiated instruction and instructional support to students.	VAPA Coordinator	Meeting minutes and/or information in administrative bulletin	
Year 1-5	Identify and prioritize the necessary materials for arts programs in elementary, intermediate, and high schools.	Provide guidance to administrators to support quality arts education.	VAPA Coordinator	List created	
Year 1	Identify current district budget allocation for arts education.  Provide proposal for future spending based upon needs.	Increased access to quality arts education for all students.	VAPA Coordinator	Proposal	



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<b>Focus Area: Essential Resources for a Base Program - continued</b>					
Year 1-2	<p>Determine district and classroom grant funding that is currently available.</p> <p>Develop grant applications that support implementation of this plan.</p>	<p>All available sources of income are identified and utilized to their maximum extent.</p>	<p>VAPA Coordinator</p>	<p>Grant application outlines</p>	<p>None</p>

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<b>Focus Area: Curriculum and Instruction</b>					
<b>Goal: GGUSD implements a well-defined arts curriculum that fosters critical thinking, creativity, communication, and collaboration through the arts.</b>					
<b>Current Practice(s) and Data Guiding Action Steps:</b> Curriculum for arts courses across the district is generally teacher created. There are course outlines provided by the 7-12 office of instruction, but not all teachers are aware of these outlines. Some arts courses have textbooks adopted. Collaboration between 7-12 arts teachers is challenging as they are at sites across the district and many are the only teachers on their campus in their subject area. Elementary music teachers engage in frequent and ongoing collaboration. No common assessments or data are utilized in arts courses currently.					
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Funding Implications</b>
Year 1	Determine curriculum and range of instructional practices being used at each school.	Analysis of data to determine curriculum and instruction development.	VAPA Coordinator	Observation data gathered	None
Year 1-5	Involve all arts specialists in ongoing collaboration within specific arts discipline.	Staff involved in refining curriculum and implementing best practices.	VAPA TOSA	Meeting minutes	
Year 3-5	Establish a process for developing and selecting curriculum. <ul style="list-style-type: none"> <li>• Input from all staff led by core teams in each area:               <ul style="list-style-type: none"> <li>○ Gen Ed VAPA K-6*</li> <li>○ General music K-6</li> <li>○ Instr. Music 4-12</li> <li>○ Choral Music 4-12</li> <li>○ Art 7-12</li> <li>○ Dance 7-12</li> <li>○ Drama 7-12</li> </ul> </li> <li>• Determine content-specific focus standards, based on State VAPA and National Core Arts Standards</li> </ul>	Consistent and focused teaching district-wide.  Ability to track student progress.  Increased horizontal and vertical alignment.	VAPA Coordinator	Meeting minutes  Curriculum and pacing guides  Common assessments  Classroom observations	Release time/Teacher hourly  Materials

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<b>Focus Area: Curriculum and Instruction - continued</b>					
	<ul style="list-style-type: none"> <li>• Align curriculum to support GGUSD Strategic Plan</li> <li>• Select materials and create scope and sequence matrices</li> <li>• Update course descriptions</li> <li>• Create assessments               <ul style="list-style-type: none"> <li>○ Formative to drive instruction</li> <li>○ Summative performances and art displays</li> </ul> </li> </ul> <p>*Utilize Arts Advantage (K-6 curricular resources from the OCDE)</p>				
Year 5	<p>Develop and implement methods for measuring the efficacy of curriculum.</p> <ul style="list-style-type: none"> <li>• Collect baseline data</li> <li>• Implement new assessments</li> </ul>	Inform decision making for future revision and implementation of Arts Plan.	VAPA Coordinator and core teams	Measurement tools	Release time

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<b>Focus Area: Professional Development</b>					
<b>Goal: GGUSD provides Arts Specialists and K-6 General Classroom Teachers with sufficient professional development opportunities to deliver quality arts instruction.</b>					
<b>Current Practice(s) and Data Guiding Action Steps:</b> K-6 general classroom teachers have had previous access to limited visual art training; VAPA teachers have had varying degrees of PD opportunities, mostly in visual art and, to a lesser degree, in music; site administrators have had access to assistance from the VAPA department regarding evaluation of arts programs					
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Funding Implications</b>
Year 1	Provide training opportunities for K-6 general education teachers in arts instruction and techniques to integrate the arts across content areas.	Quality instruction in the arts will be more consistent and better integrated in K-6 classrooms.	VAPA Coordinator  VAPA TOSA	Attendance at after school PD and Arts Advantage training  Follow up visits to school sites (catalogued)	Release time  Teacher hourly  Conference fees
Year 1	Provide VAPA teachers with ongoing, relevant professional development opportunities.	Teachers will be equipped with the tools to fully implement their arts curriculum.  Students receive rigorous, standards-based instruction.	VAPA Coordinator  VAPA TOSA	Attendance at PD (school day/after school/conferences)  Classroom visits	
Year 2	Work with site administrators to support and evaluate arts programs at their sites with an understanding of the district VAPA vision and plan.	VAPA vision and plan is uniformly implemented across the district.	VAPA Coordinator	Meeting minutes  Documents shared	None

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<b>Focus Area: Community Involvement</b>					
<b>Goal: GGUSD maximizes opportunity for community involvement accessing countywide resources that benefit all students.</b>					
<b>Current Practice(s) and Data Guiding Action Steps to Achieve Goal:</b> The district has long-standing relationships with local arts partners including the Philharmonic Society of Orange County, South Coast Repertory, and Arts Orange County. These partners provide opportunities for low cost and/or free arts experiences for our schools. 100% of our elementary schools take advantage of some or all of these programs. Opportunities for intermediate and high school partnerships have not been fully realized.					
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Funding Implications</b>
Year 1	Assess current and potential community partners district-wide and at each school.	Published list of identified partners and resources	VAPA Coordinator	Published list	None
Year 1	Develop a Community Arts Network that will: <ul style="list-style-type: none"> <li>• create and implement a community involvement plan including strategies to increase community partnerships.</li> <li>• provide oversight and assess the implementation of the community involvement plan.</li> <li>• establish Community Arts Liaison</li> </ul>	Increased participation by county arts organizations, local businesses, and parents	VAPA Coordinator	Meeting minutes  Community Involvement Plan  Periodic reports	None
Year 1	Identify community spaces available for students to use for arts education during or after school.	Increased use of off-site arts venues for student performance and exhibition.	Community Arts Network  VAPA Coordinator	Published list of spaces  Usage data	None

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<b>Focus Area: Communication and Arts Awareness</b>					
<b>Goal: All stakeholders understand the role of arts education in a comprehensive curriculum.</b>					
<b>Current Practice(s) and Data Guiding Action Steps:</b> Communication of the state of arts programs across the district has been sporadic and generally occurs on an informal basis. Clear and consistent messages regarding the benefits of the arts and upcoming arts events and opportunities are not being communicated effectively.					
<b>Timeline</b>	<b>Action Step</b>	<b>Outcome</b>	<b>Person Responsible</b>	<b>Evidence</b>	<b>Funding Implications</b>
Year 1-5	Educate all stakeholders about the positive effects the arts have on academic achievement, student behavior, attendance, parent involvement, and graduation rates.	Greater satisfaction of parents regarding District programs.  Administrators, counselors, and teachers are knowledgeable of impact of arts programs.	VAPA Coordinator  VAPA TOSA  Parent and Community Outreach Office	Meeting minutes  Greater attendance at district and school site events  Emails, newsletters, articles and publicity with local news media	None
Year 1-5	Provide regular communication to stakeholders through emails, mailers, websites, newsletters and school messenger about the arts curriculum within the district and community events including: <ul style="list-style-type: none"> <li>• Arts festivals</li> <li>• Concerts</li> <li>• Drama productions</li> <li>• Contests</li> </ul>	Students increase participation in arts performances and exhibitions.  Increased parent and community involvement through arts education.	Community Arts Network		

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## Year One Activities

Focus Area	Activity
Access to the Arts	Determine to what extent each school is offering a comprehensive arts education (dance, music, theater, visual arts).
	Convene a committee of arts teachers and intermediate school administrators to determine ways to provide more access to arts courses at the 7-8 level.
	Communicate, utilize, and increase opportunities to incorporate artistic productions into arts learning for students, e.g. OC Philharmonic Society. Empower teachers, principals and parents to use and promote these resources.
	Establish a music program at Mark Twain Elementary taught by a music specialist or music therapist.
	Pilot and expand after school visual art programs at targeted elementary schools taught by art specialists.
	Find ways to support cultural arts experiences on K-12 campuses, e.g. mariachi band, folkloric dance, etc.
Essential Resources for a Base Program	Examine existing VAPA instructional spaces to identify needs. Make recommendations to align spaces with quality instruction.
	Inform principals of the process for hiring instructional support staff, e.g. accompanists, music or dance coaches, choreographer, etc.
	Identify and prioritize the necessary materials for arts programs in elementary, intermediate, and high schools.
	Identify current district budget allocation for arts education. Provide proposal for future spending based upon needs.
	Determine district and classroom grant funding that is currently available. Develop grant applications that support implementation of this plan.
Curriculum and Instruction	Determine curriculum and range of instructional practices being used at each school.
	Involve all arts specialists in ongoing collaboration within specific arts discipline.
Professional Development	Provide training opportunities for K-6 general education teachers in arts instruction and techniques to integrate the arts across content areas.
	Provide VAPA teachers with ongoing, relevant professional development.

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Community Involvement	Assess current and potential community partners district-wide and at each school.
	Develop a Community Arts Network that will: <ul style="list-style-type: none"> <li>• create and implement a community involvement plan including strategies to increase community partnerships.</li> <li>• provide oversight and assess the implementation of the community involvement plan.</li> <li>• establish Community Arts Liaison</li> </ul>
	Identify community spaces available for students to use for arts education during or after school.
Communication and Awareness	Educate all stakeholders about the positive effects the arts have on academic achievement, student behavior, attendance, parent involvement, and graduation rates.
	Provide regular communication to stakeholders through emails, mailers, websites, newsletters and school messenger about the arts curriculum within the district and community events including: <ul style="list-style-type: none"> <li>• Arts festivals</li> <li>• Concerts</li> <li>• Drama productions</li> <li>• Contests</li> </ul>