

San Gabriel Unified School District

Strategic Arts Plan

2019-2024

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The Development of the strategic plan for arts education is a partnership between the Los Angeles County Arts Education Collective and San Gabriel Unified School District. In 2018-2019 a group of stakeholders from the District formed a Community Arts Team worked with Arts Ed Collective Coach, Sandy Seufert, and worked to create this Strategic Arts Plan.

Los Angeles County Arts Commission – Arts Education Collective

In 2002, the Los Angeles County Board of Supervisors established the Arts Education Collective to align efforts across the region with the ambitious goal that LA County’s 1.5 million public school students receive a well-rounded education that includes the arts.

The Arts Ed Collective is comprised of policy makers, educators, arts organizations, teaching artists, funders, business leaders and community advocates. Strategic direction for the initiative is guided by the Leadership Council and Funders Council. The Los Angeles County Arts Commission offers administrative support and the Los Angeles County Office of Education (LACOE) provides curriculum and instructional services for educators Countywide. LACountyArtsEdCollective.org

The History of Arts Education and Project Background in SGUSD

SGUSD District Vision and VAPA Vision

District Mission

It is the mission of the San Gabriel Unified School District, in partnership with the community, to prepare its students for their future as productive citizens and lifelong learners. We are committed to a balanced curriculum, supportive programs and practices, and an environment that encourages students to reach their maximum potential.

VAPA Vision

It is the mission of the Visual and Performing Arts Department to ensure that high quality arts is an integral and accessible part of a comprehensive SGUSD education. We believe that arts education enhances the district goal of developing artistically literate graduates who are excellent Communicators, Mindful and Lifelong Learners, Creative Thinkers, Collaborators, Innovators, and Compassionate Decision Makers.

SGUSD Strategic Arts Plan Links to the District Local Control and Accountability Plan Goals

In 3-5 years, we would like to see the following essential elements solidly established or in progress as an integral part of our TK-12 Arts Education Plan:

1. Support High-Quality Arts Education Curriculum and Instruction (LCAP Goals 1, 2 and 3)

Goal 1: Support Teachers through Professional Development (LCAP Goals 1a.12, 2a.2, 2a.8, 2a.9-11015, 2b.3)

Goal 2: Develop and Implement Comprehensive K-12 VAPA Programs (LCAP Goals 1.1a, 2a.8) (Provide learning opportunities in all 5 Arts Disciplines – LCAP Goals 1, 3b)

Goal 3: Establish District-Wide VAPA Coordination (LCAP Goals 1a, 2a)

2. Increase Equity and Access to Standards Aligned Arts Education (LCAP Goals 1, 2, and 3)

Goal 1: Utilize Data for Program Improvement (LCAP Goals 1a and 2a)

Goal 2: Ensure Adequate Facilities and Personnel (LCAP Goal 1b and 1c)

Goal 3: Secure Diversified, Sustainable Funding Opportunities (LCAP Goal 3)

3. Communicate the Value of the Arts (LCAP Goal 3)

Goal 1: Foster Community Value of and for The Arts (LCAP Goals 3a.3-14002, 3a.4)

Goal 2: Celebrate and Showcase the Arts (LCAP Goals 3a, 3b, 3c)

Phase I of our VAPA Strategic Plan

- Appoint VAPA Coordinator and create a centralized process to inventory and process VAPA needs. (VAPA Strategic Directions Sec 3.Goal 1c, LCAP Goal 3a, 3b, 3c, 2a.15-11020)
- Create SGUSD VAPA Advisory Board/Council (VAPA Strategic Directions Sec 3.Goal 1a, LCAP Goal 3a)
- Utilize Data for Program Improvement and Advocacy (VAPA Strategic Directions Sec 1. Goal 1)
 - Perform GAP analysis K12 (VAPA Strategic Directions, Sec 1. Goal 1a, LCAP Goal 3b)
 - Establish periodic improvement cycle that includes assessment, planning, and implementation. (VAPA Strategic Directions, Sec 1. Goal 1e, LCAP Goal 3b)
 - Accurately report VAPA data to Create CA (VAPA Strategic Directions, Sec 1. Goal 1f)
- Create a Vision Statement for VAPA in our district. (VAPA Strategic Directions Sec 1. Goal 2i, LCAP Goal 3a/b/c)
- Define Model K-12 VAPA programs (VAPA Strategic Directions Sec 1.Goal 2a, LCAP Goal 1a.8)
 - Research models of other districts (VAPA Strategic Directions Sec 1.Goal 2b, LCAP Goal 1a.8)
- Develop a shared resource stream. (VAPA Strategic Directions Sec 2.Goal 2a, LCAP Goal 2a.8)
- Build in time for VAPA observation and collaboration. (VAPA Strategic Directions Sec 2.Goal 2c, LCAP Goal 2a.8)
- Provide time for schools and community partners to collaborate. (VAPA Strategic Directions Sec 2.Goal 2b, LCAP Goal 3a/b)
- Provide professional development for VAPA teachers regarding technology implementation. (VAPA Strategic Directions Sec 2.Goal 2e, LCAP Goal 1a.3/2a.9/3b.9/3c.1/3c.6)
- Establish and begin partnership with TEAL, select coaches and start process of developing arts/technology integration models. (VAPA Strategic Directions Sec 2. Goal 2b/e, LCAP Goal 2a.8)
- Include secondary teachers in K-5 committees and vice versa to help with vertical collaboration (VAPA Strategic Directions Sec 2.Goal 2f, LCAP Goal 2a.8))
- Create a centralized process to inventory and process VAPA needs. (VAPA Strategic Directions Sec 3.Goal 1e)
- Pursue and foster community relationships and involve the City of San Gabriel in public relations. (VAPA Strategic Directions Sec 3.Goal 2d/f, LCAP Goal 3a/b/c)

Phase II and III of VAPA Strategic Plan

In the future, we plan to continue refining and implementing our strategic plan with the following priorities:

- Implement standards aligned Dance Curriculum, including creation of programs at elementary and secondary level and hiring of staff as funding allows.
- Bolster Theater curriculum and align to standards, including hiring of staff as funding allows.
- Creation of arts showcase traditions and facilities, including district wide arts festival to showcase and foster community value of the arts.

- Secure dedicated space at every site for every arts discipline. (VAPA Strategic Directions Sec 2.Goal 1d, LCAP Goal 1b)
- Create performance/Gallery opportunities. (VAPA Strategic Directions Sec 2.Goal 1f LCAP Goal 3a)
- Teacher/Peer/Student mentorship opportunities for cross site collaboration.
- Creation of VAPA Articulation plan for each art form, aligned with standards K-12.
 - Establish working models that are vertical (k-12) and horizontal (cross curricular). (VAPA Strategic Directions Sec 1.Goal 2f, LCAP Goal 1a.8/2a.8)
- Align VAPA priorities with Induction plan for new hires.
- Continue to provide high quality Professional Development to our staff.
- Ensure adequate facilities for our growing programs.
- Expand Site based funding opportunities.
- Increase access to VAPA courses for English Learners, Socio Economically Disadvantaged, and Foster Youth Students by working with counselors and targeted students in regard to scheduling fine arts classes at the secondary level. (SGUSD LCAP Goal 1a.8-11008 - increase A-G completion rates of unduplicated populations)
 - Partnering with CTE.

Executive Summary

Practical Vision Goals: The Community Arts Team met and answered the question, “If all things were possible, what would we want to have in place in five years as the result of our plan in arts education?” The following Goals were created from a brainstorming session based on their vision for SGUSD on November 2, 2018. The full Practical Vision document can be found in the Appendix.

Facilities and Resources	Diversified Funding Streams	Sequential Curriculum	College and Career Pathways	Branding	Professional Support	Student-Driven Voice	Visibility
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Current Reality

*On January 17, 2019 The Community Arts Team of San Gabriel Unified School District identified the strengths the district could build on and the challenges it would face as it moved toward enacting the practical vision for arts education. This is the **Current Reality** for the District.*

Asterisks indicate key actions and priorities identified by the CAT Team
 (* = 1 vote, ** = 2-3 votes, *** = 4 or more votes)

Strengths <i>Momentum Towards Vision</i>	Challenges <i>Forces Resisting Our New Direction</i>
<ul style="list-style-type: none"> ● Diversity ● Great/Talented teachers ** ● Local community resources ** ● District values the arts *** ● Range of course offerings ** ● Broad-minded people ● Great students ● Community buy-in * ● People are innovative and risk-takers *** 	<ul style="list-style-type: none"> ● Competing priorities for time (students) *** ● Competition for students between programs * ● Issues surrounding meeting A-G requirements *** ● Parents’ expectations for their children * ● Limited offerings in dance, theater, and the trades *** ● Perceptions of students and parents on academic choices ● Having adequate facilities * ● Limited experiential learning *

Opportunities

Untapped Resources

- Coordination of current resources ***
- Working vertically and horizontally ***
- Maximizing Project-Based Learning **
- Leveraging professional development opportunities **
- Energizing students through exhibitions and performances ***

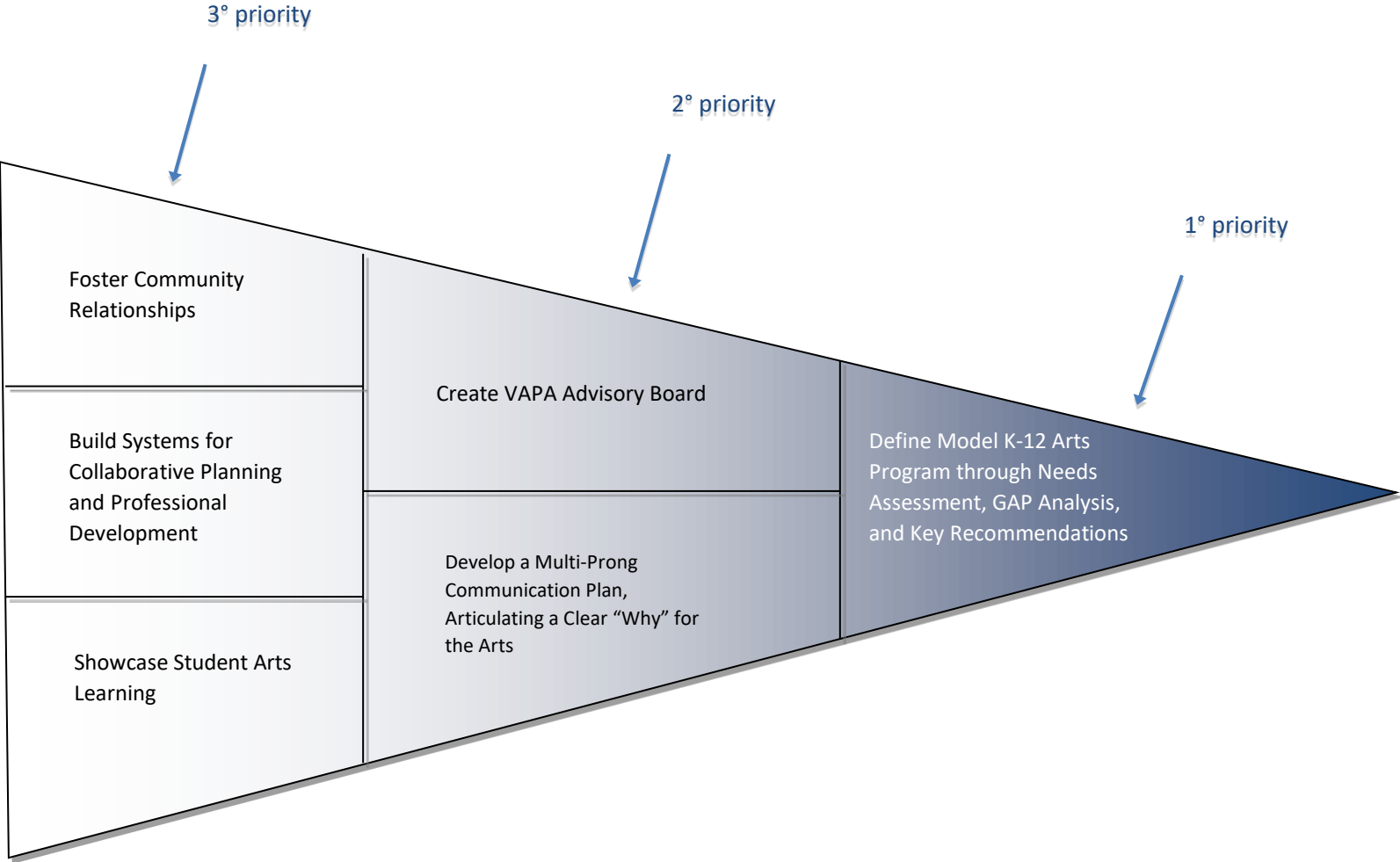
Current Reality from Data Review

The district utilized the online Arts Ed Profile from the Arts Ed Collective to review arts education data from neighboring school districts. In addition, the group reviewed the CREATE CA online Arts Education Data Project which shows data for secondary schools throughout California. The CAT team worked in specialized groups to review this data with a focus on capturing additional strengths challenges, and opportunities. The findings from the data review are summarized below:

Data Source	Strengths	Challenges	Opportunities
Arts Ed Profile (LA County Data Grades K-12)	<p>Alhambra Unified School District:</p> <p>Has dance, 94% music, 33% theater,</p> <p>33 FTE (Full Time Employees) Music, 7 FTE Visual Arts, 2 FTE Media Arts, 1/6 FTE Dance</p> <p>Temple City Unified School District:</p> <p>4.5 FTE Music, 5 FTE Visual Arts, Lower number of students in poverty</p> <p>San Gabriel Unified School District:</p> <p>Partners with the community, including several Cultural Partners; has 57% SED population and is still providing quality offerings; After school program offer more choices</p>	<p>Not all of Districts participated in the survey, making comparisons difficult</p> <p>% of school offering arts education may be high, but the number of Full Time Employees teaching the arts is low</p> <p>Funding sources are unknown</p>	

<p>Arts Ed Data Project</p> <p>(Statewide Data Grades 6-12)</p>	<p>Statewide average for students engaged in arts education is 39%. SGUSD has 45% students engaged in arts education.</p> <p>100% of SGUSD secondary schools offer Visual Arts and 88% (minus De Mar) offer Music. Media Arts, as a newer art form, is also present.</p> <p>There are 39 FTE Arts Educators and 18% of secondary students are enrolled in Music and 19% are enrolled in Visual Art.</p> <p>In looking at the Year Over Year Dashboard, instrumental lessons are up in enrollment, arts funding is up, and other Arts/Media Arts is also up</p>	<p>Statewide enrollment in some sort of arts education is 39%</p> <p>There is a huge drop in enrollment after “fundamental” classes (meeting a requirement)</p> <p>Theatre and dance have the lowest enrollment of all disciplines (in SGUSD and throughout the State)</p> <p>Data represented for SGUSD is not accurate (choral music not included for Gabrielino)</p> <p>At the 10th grade enrollment in the arts drops</p> <p>Elementary, other than Roosevelt, arts education is inconsistent year to year</p> <p>Introductory (does not move past fundamentals)</p> <p>Arts are often funded through PTA, SEF</p> <p>There is no dance and theatre instruction</p>	<p>Statewide enrollment in dance and theatre is 19% overall – more students could take advantage of opportunities</p> <p>There are opportunities for cultural equity – 49% Free Lunch versus 97% accessing the arts</p> <p>In Middle School, especially in Music, there is opportunity for parent engagement as 50% of these students are enrolled in Music</p> <p>There is an opportunity to have more accurate data reporting, which could lead to more funding **</p> <p>Many parent engagement opportunities exist</p>
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On 3/19/19, the San Gabriel Unified School District Community Arts Team created a list of high priority actions for Year One Implementation



Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the San Gabriel Unified School District Community Arts Team was asked: *What creative and innovative actions can we take to address our challenges and move toward our vision?* (The full Strategic Directions document can be found in the Appendix)

1. Support High-Quality Arts Education Curriculum and Instruction

Goal 1: Support Teachers through Professional Development

Goal 2: Develop and Implement Comprehensive K-12 VAPA Programs

Goal 3: Establish District-Wide VAPA Coordination

2. Increase Equity and Access to Standards Aligned Arts Education

Goal 1: Utilize Data for Program Improvement

Goal 2: Ensure Adequate Facilities and Personnel

Goal 3: Secure Diversified, Sustainable Funding Opportunities

3. Communicate the Value of the Arts

Goal 1: Foster Community Value of and for The Arts

Goal 2: Celebrate and Showcase the Arts

Strategic Direction #1: Support High-Quality Arts Education Curriculum and Instruction						
1 st Year Goals and Actions	Pre-Trimester 1 Tasks	Trimester 1 Tasks Aug – Mid Dec	Trimester 2 Tasks Mid Dec – Mid March	Trimester 3 Tasks Mid March - June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal: Support Teachers through Professional Development						
Action: Participate in TEAL (Technology Enhanced Arts Learning)	Research opportunities and implications for SGUSD Make information regarding TEAL available to all staff	Recruit TEAL coaches Determine purpose/focus in relation to VAPA strategic plan. Attend TEAL professional development	Continue PD attendance Collaborate with Visual Arts and Music committee	Continue PD attendance Collaborate with Visual Arts and Music committee Determine continued plans for following year.	Budget: No budget implications. TEAL provides stipend of \$1500 for teacher release time. TEAL resources are free. Point Persons: VAPA Coordinator; TEAL coaches	TEAL coaches are established with clear directives and goals for expanding participation and implementation
Actions: Build systems of reserved time for VAPA observation and collaboration Include secondary teachers in K-5 committees and vice versa to assist with vertical K-12 collaboration	With Visual Arts and Music as the focus areas for year 1, determine goals of collaborative planning meetings (e.g. standards alignment, integration modules, creating shared resources)	Determine participants for year 1 (should include SGUSD Visual arts and music staff, TEAL coaches, and K-5 classroom teacher(s)) Create calendar of meetings Create group norms and protocols Create specific collaboration goals	Review goals and adjust. Document all meetings Begin process of creating a centralized system to archive shared resource stream Align curriculum decisions with new VAPA standards and TEAL modules	Review goals and adjust Document all meetings Continue process of creating centralized system to archive shared resource stream Determine continued goals for following year	Budget: No budget implications. Advancement Grant, TEAL, and/or Scale Up! resources will fund sub-release time. Point Persons: VAPA Coordinator; VAPA Advisory Board	Documented system of collaborative planning (protocols, etc.) that is replicable. Meeting times are calendared and budgeted for following year. Meeting minutes Accessible, centralized destination exists of shared resource stream. i.e. digital archive
Action: Provide discipline specific professional development for current VAPA teachers to maintain best practices	Research funding opportunities and determine budget allowance for discipline specific professional development (e.g. conferences, workshops, trainings)	Commence participation of discipline specific professional development for VAPA staff as budget allows. →	→	→	Budget: Cost of professional development opportunities, release time Point Persons: VAPA Coordinator; Director	VAPA teachers are enabled to participate in regular professional development

	<p>Research arts discipline specific arts PD opportunities, and communicate to VAPA teachers</p> <p>Share information with Director of Professional Development for dissemination →</p>				of Professional Development	
1st Year Goals and Actions	Pre-Trimester 1 Tasks	Trimester 1 Tasks Aug – Mid Dec	Trimester 2 Tasks Mid Dec – Mid March	Trimester 3 Tasks Mid March - June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal: Develop and Implement Comprehensive K-12 VAPA Programs						
Action: Define Model K-12 Program	<p>Observe/research other districts and compile examples for VAPA Advisory Board to examine →</p> <p>Unpack new VAPA standards to enable district interpretation and documentation</p>	<p>Begin to write specific description of K-12 articulated VAPA Program.</p> <p>Consider key foundational skills in the arts that can be implemented District-wide through subject specific arts instruction and cross curricular arts integration</p>	<p>Considering results of GAP analysis, begin to create a template for a scope and sequence plan for all VAPA artforms</p> <p>Include possible CTE Connections and Alignments</p>	<p>Edit and refine preliminary K-12 VAPA Strategic Plan</p> <p>Edit and refine model program document</p>	<p>Budget: No budget implications. Use existing staff resources. Release time paid for by the Arts Advancement Grant</p> <p>Point Person: VAPA Coordinator; VAPA Advisory Board</p>	<p>A definitive and detailed document exists that defines SGUSD version of a model K-12 Comprehensive VAPA program</p> <p>Document is transparent, and accessible district wide</p>
Goal: Establish District-Wide VAPA Coordination						
Action: Create VAPA Coordinator position and hire/appoint qualified VAPA Coordinator	<p>Create job description for SGUSD VAPA Coordinator</p> <p>Determine how VAPA Coordinator will lead the VAPA Advisory Board</p> <p>VAPA Coordinator position is hired/appointed prior to start of school year</p>				<p>Budget: No budget implications. Funding for this position will come from adjusted job description and elimination of MIE Coordinator position title.</p> <p>Point Persons: SGUSD Cabinet; School Board</p>	<p>A Qualified VAPA Coordinator is in place for SGUSD with a clear directive of implementing the VAPA Strategic Plan, and the required supports are in place to ensure success</p>

1 st Year Goals and Actions	Pre-Trimester 1 Tasks	Trimester 1 Tasks Aug – Mid Dec	Trimester 2 Tasks Mid Dec – Mid March	Trimester 3 Tasks Mid March - June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
<p>Action: Create VAPA Advisory Board (minimum 2- year commitment)</p>	<p>Determine relevant stakeholders (board, admin, VAPA coordinator, site teachers, SGTA, parents, High School student Reps, CTE Rep, Community Partners)</p> <p>Create a timeline for meeting schedule, plan to hold quarterly meetings in year 1</p> <p>Secure meeting space for meetings</p> <p>Publish and announce schedule (SGUSD website), recruit members.</p> <p>Request 2-year commitment from committee members</p>	<p>Determine Board members, and commence meetings</p> <p>Determine board member responsibilities (chair, secretary, etc.), and elect key positions.</p> <p>Create meeting/group norms</p> <p>Evaluate status of year-one timeline tasks/goals</p> <p>Send invitations and reminders for upcoming meetings</p>	<p>Approve VAPA vision statement</p> <p>Assess successes of year-one goals</p> <p>Review and adjust timeline to meet current needs</p>	<p>Assess successes of year-one goals</p> <p>Prepare for year-two timeline tasks</p> <p>Present annual report to the school board</p> <p>Present annual report to LCAP Committee</p>	<p>Budget: No budget implications. Release time and logistical expenses paid for by the Advancement Grant</p> <p>Point Persons: VAPA Coordinator; Chair of VAPA Advisory Board</p>	<p>VAPA Advisory Board is cohesive and functioning successfully through to the end of year 1 with continued commitment from members into year 2</p> <p>Completion of Year 1 Actions from Strategic Directions</p> <p>Meeting agendas, minutes and sign-in sheets</p> <p>Revised/Adjusted 5-year plan based on findings from year 1</p> <p>Annual Report presented to school board</p>

Strategic Direction #2: Increase Equity and Access to Standards Aligned Arts Education

1 st Year Goals and Actions	Pre-Trimester 1 Tasks	Trimester 1 Tasks Aug – Mid Dec	Trimester 2 Tasks Mid Dec – Mid March	Trimester 3 Tasks Mid March - June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal: Utilize Data for Program Improvement						
<p>Actions: Perform GAP analysis through lens of cohesive vertical alignment, K-12</p> <p>Generate coordinated recommendation to the Board</p> <p>Accurately report VAPA data to Create CA</p>	<p>Research other districts best practices for model program development</p> <p>Create survey(s) to send to administration, staff, parents, students</p>	<p>Commence survey.</p> <p>Collect and Document results</p> <p>Present results to VAPA Advisory board</p>	<p>Generate coordinated recommendation report for filling gaps as compared to defined model program</p>	<p>Include GAP analysis report in the annual VAPA SGUSD Board report</p> <p>Set up system to survey each year to determine growth/continued needs</p> <p>Use information in report to make adjustments to Strategic Plan</p>	<p>Budget: No budget implications.</p> <p>Point Persons: VAPA Coordinator; VAPA Advisory Board</p>	<p>Online Data - ArtsEd Profile is up to date for SGUSD</p> <p>Annual Report presenting data found in GAP analysis as well as recommendations for improvement is archived and available</p>
Goal: Ensure Adequate Facilities and Personnel						
<p>Action: Assess available facilities/personnel and include findings in GAP Analysis Report</p>	<p>Assess facilities at each site (performance venue, appropriate classrooms, storage, gallery space, ADA access, technology)</p> <p>Assess current arts personnel and document</p> <p>Assess available community facilities and venue spaces and create a directory →</p>	<p>Survey current staff re: Arts related talent, certifications, specific trainings, etc. and document results/create a directory to refer to as curriculum modules develop</p>	<p>Compare current SGUSD reality with defined model program</p> <p>Develop long-term plans to improve facilities and personnel needs</p> <p>Determine funding required to complete personnel/facilities gaps.</p> <p>Present facilities and personnel needs to VAPA advisory board to include in GAP Analysis report</p>	<p>VAPA Advisory board creates plan, including budget implications to create positions and/or improve/increase facilities for arts education</p> <p>Adjust VAPA strategic plan accordingly and include in end of year school board report</p>	<p>Budget: No budget implications.</p> <p>Point Persons: VAPA Coordinator; VAPA Advisory Board</p>	<p>Report of findings from facilities and personnel assessments is clear and directly related to defined model VAPA program</p> <p>There are options to pursue regarding funding needed to resolve gaps in future years according to defined model VAPA program</p>

1 st Year Goals and Actions	Pre-Trimester 1 Tasks	Trimester 1 Tasks Aug – Mid Dec	Trimester 2 Tasks Mid Dec – Mid March	Trimester 3 Tasks Mid March - June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal: Secure Diversified, Sustainable Funding Opportunities						
<p>Action: Research and pursue select grant opportunities.</p> <p>Set up system to accept donations/sponsorships</p> <p>Coordinate with SEF to support VAPA initiatives</p>	<p>Identify grant opportunities at local, state, federal levels in all VAPA art forms individually and as a collective VAPA district program →</p> <p>Create Grant application calendar showing application/report timeline</p> <p>Inquire about policies regarding accepting donations from sponsors and/or individuals</p> <p>Meet with and present to SEF to discuss supporting VAPA initiatives</p>	<p>Apply for at least one large, program-improvement grant NEA Artworks, CDE? (if presented)</p> <p>Report regularly regarding grants, donations, and SEF funding to VAPA Advisory Board →</p> <p>Identify opportunities for income sources (i.e. local business sponsors, etc.) →</p>	<p>Apply for at least one artform-specific grant in at least two of the VAPA artforms</p> <p>D’Addario Foundation LA Arts Advancement Grant</p>	<p>Apply for at least one smaller grant for professional development purposes</p> <p>Report to SEF and other grantors progress made toward goals due to grant funding received and include in VAPA board report</p>	<p>Budget: No budget implications. Initiative to create positive cash flow.</p> <p>Point Person: VAPA Coordinator</p>	<p>Number of grants applied for</p> <p>Grants and/or donations received</p> <p>Programs implemented as a result of grant acquisition and donations</p> <p>Grant/donation outcome reports are published and made public</p>
<p>Action: Develop events that raise funds for VAPA initiatives</p>	<p>Research opportunities and create file to share with VAPA Advisory Board →</p>	→	<p>VAPA Advisory board brainstorms ideas for events, discusses possibilities. →</p>		<p>Budget: No budget implications</p> <p>Point Person: VAPA Coordinator; VAPA Advisory Board</p>	<p>1-2 Events are created and calendared for upcoming year</p> <p>A file is created for future events/income source ideas to pursue</p>
<p>Action: Connect with community partners i.e. nonprofits, for mutually beneficial services that align to VAPA initiatives</p>	<p>Assess current arts partnerships with SGUSD and document/create file</p> <p>Touch base with established community partners, discuss continued activities/partnerships in relation to VAPA strategic plan</p>	<p>Identify possible community partnership needs and create priority list →</p>	<p>Discuss with VAPA Advisory Board, VAPA teaching staff, TEAL Coaches and curricular committees which community partnerships would be best to pursue according to GAP Analysis findings and defined model program →</p>		<p>Budget: No budget implications</p> <p>Point Person: VAPA Coordinator; VAPA Advisory Board</p>	<p>Community partnerships and activities are documented, tracked, and linked to defined model VAPA program</p> <p>1-2 New community partnerships are identified with plans to connect</p>

Strategic Direction #3: Communicate the Value of the Arts						
1 st Year Goals and Actions	Pre-Trimester 1 Tasks	Trimester 1 Tasks Aug – Mid Dec	Trimester 2 Tasks Mid Dec – Mid March	Trimester 3 Tasks Mid March - June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal: Foster Community Value of and for the Arts						
Action: Align VAPA Goals with district initiatives (e.g. Portrait of a Graduate) and include in LCAP	<p>Include VAPA goals in “portrait of a graduate.” VAPA coordinator will take active role as Portrait of Graduate initiative is rolled out. →</p> <p>Include VAPA Coordinator at Principal meetings →</p>	Include VAPA council representative in EAC committee, LCAP committee, Site plans →			<p>Budget: No budget implications</p> <p>Point Persons: VAPA Coordinator; SGUSD Cabinet</p>	VAPA 5 year plan supported by LCAP document, Portrait of a Graduate, Site Plans
<p>Actions: Involve the City of San Gabriel in public relations</p> <p>Pursue and foster community partnerships with businesses, nonprofit organizations, vendors, etc.</p>	<p>Establish contact person at the City level</p> <p>Establish connection with local business organizations (e.g. Kiwanis, Rotary), offer to make presentations</p>	Document communication development →	→	→	<p>Budget: No budget implications</p> <p>Point Person: VAPA Coordinator; VAPA Advisory Board</p>	<p>Firmly established relationships with local business organizations, with plans to participate in upcoming VAPA events as sponsors/vendors/supporters, etc</p> <p>City plans to be involved with future VAPA events and consistently communicates as well as promotes VAPA activities</p>

1 st Year Goals and Actions	Pre-Trimester 1 Tasks	Trimester 1 Tasks Aug – Mid Dec	Trimester 2 Tasks Mid Dec – Mid March	Trimester 3 Tasks Mid March - June	Budget Implications/ Point Person(s)	Measurable Outcomes (Evidence of Success)
Goal: Celebrate and Showcase the Arts						
<p>Action: Develop a multi prong communication plan articulating a clear “why” for the arts, including website, social media, and printed publications.</p>	<p>Research examples of quality communication plans from other districts.</p>	<p>Explore existing district infrastructure (i.e. high school journalism class, etc.) and create file of communications opportunities</p> <p>Identify communication avenues (website, social media, etc.)</p> <p>Identify communications targets (parents, school sites, teachers/counselors/staff, community partners)</p> <p>Develop protocols, and best practices regarding online activity</p> <p>Begin Logo Design process (GHS graphic arts class)</p> <p>Hire web designer</p>	<p>Create content for communication, graphics, messaging (branding package)</p> <p>Communication goals and expectations developed for each avenue</p> <p>Website calendars VAPA activities/performances for all sites →</p> <p>Website showcases VAPA performance/work produced →</p>	<p>Assess need for website coordinator for following year (could be teacher on overload or course release)</p>	<p>Budget: No budget implications. Cost of web design, printing, etc. will be paid through the Advancement Grant</p> <p>Point Persons: VAPA Coordinator; GHS Visual Art Staff</p>	<p>Communications plan is documented and in place</p> <p>Website is live, and up to date</p> <p>Multiple social media platforms are active and current</p>

San Gabriel Unified School District
2019-24 (Multi-Year) Plan
Phase 2: 2020-2022 Phase 3: 2022-2024

Strategic Direction #1: Support High-Quality Arts Education Curriculum and Instruction

Goal: Support Teachers Through Professional Development

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2 & 3	Deliver high quality professional development	<p>Align arts learning and professional development with Design Based Learning, Project Based Learning, and other initiatives</p> <p>Build in time for VAPA observation and collaboration</p> <p>Train elementary teachers in Visual Arts Standards aligned curriculum</p> <p>Consistently review accessibility and efficacy through survey, observation, feedback, etc.</p> <p>Continue to develop our current “in house” experts, district VAPA instructors to keep up and maintain best practices and inform decisions.</p> <p>Create digital archive and online resource stream.</p>	VAPA Coordinator	Teacher release time; conference fees	<p>Participation numbers in professional development opportunities provided</p> <p>Documentation created to inform collaboration/implementation</p> <p>Digital Archive/ Stream of resources</p> <p>Opportunities offered</p>
2 & 3	Support peer-based professional development	<p>Invite participants in learning to use modules, and resources created by VAPA curriculum committee according to strategic plan.</p> <p>Continued participation in TEAL</p> <p>Expand teacher professional development through the LA County Office of Education through TEAL, Scale Up!, etc.</p>	VAPA Coordinator	Teacher release time (partly funded through LACOE)	<p>Participants in TEAL Coaching,</p> <p>Student work</p> <p>Number of PD sessions held (sign in sheets)</p>
3	Train new teacher hires in the arts	<p>Create strategies for onboarding newly hired teachers by offering professional development.</p> <p>Include VAPA Strategies in District Induction Plan for new hires.</p> <p>Include as a “desirable qualification” an arts background/experience for new hires, especially in elementary level</p>	VAPA Coordinator; TEAL and Scale Up Coaches/Participants	No budget implication	<p>Number of new teachers hires receiving arts training</p> <p>Number of new hires to the district that have previous arts experience</p>

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2	Develop a shared and accessible resource stream of standards aligned K-12 Arts curriculum	Utilizing TEAL and results from year 1 collaboration committees, build a digital and accessible resource stream for SGUSD	VAPA Coordinator	Teacher release time	Digital, accessible resource stream is online and live Elementary teachers utilize resources in classrooms and share results
2	Provide time for schools and community partners to collaborate	Using created directory of community partners, maintain connections through regular planning sessions/collaborative meetings calendared throughout the year	VAPA Coordinator, VAPA Advisory Board, Community Partners	No budget implications	Community partnerships expand and flourish, with demonstrated results through activities, events, and possible additional streams of income

Goal: Develop and Implement Comprehensive K-12 VAPA Program

2 & 3	Increase arts offerings based on Model K-12 Program Create schedule for K-5 arts instruction.	Increase Part and Full-Time VAPA personnel as indicated in needs assessment and reflected in defined model program. (dance, media arts, theatre, etc.) Create a document that explains in detail when arts modules should be implemented, how, and by whom for all arts disciplines, K-5	VAPA Coordinator, VAPA Council, District Cabinet, Instructional Staff	Personnel costs, facilities (funded by grants, found income streams, LCAP, CTE, etc.)	Increased equity and accessibility in arts offerings and student participation Reduced Student/Teacher ratio in arts education Clear schedule for curriculum implementation is created and accessible CreateCA Arts Database is updated
2 & 3	Refine Model K-12 Program	Make revisions as appropriate to both strategic plan and defined model VAPA k-12 program	VAPA Coordinator, VAPA Council	Teacher release time	Revised Model K-12 Program
2 & 3	Create an articulation plan for each VAPA art form	Create a grade-level specific, standards-based articulation plan for each art form; Music (instrumental and choral), Visual Arts, Theater, Dance, Media Arts District-wide scope and sequence plan for all grade levels, in each art form	VAPA Coordinator, VAPA Council Instructional Staff	Teacher release time	Archived custom standards for each art form are created.
2 & 3	Partner with CTE to increase CTE offerings	Develop skill level matrix related to CTE that can be communicated, and related to additional community partners i.e. SEF summer school, etc.	CTE staff, VAPA Coordinator, Instructional Staff	No budget implication, possible use of CTE funds	

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2 & 3	Expand a cross-site student mentorship program	<p>Expand on current district models and practices</p> <p>Explore funding streams</p> <p>Determine school-site pairings that have easier transportation options</p> <p>Develop procedure and best practices to onboard new teacher participants</p>	VAPA Coordinator, Instructional Staff	Transportation, teacher release time	
3	Adjust secondary schedule to accommodate increased/expanded arts electives enrollment	<p>Research data regarding current master schedule</p> <p>Collaborate regularly with secondary principals and counselors to determine reasons students may/may not have access to arts electives.</p> <p>Identify improvements, and other evidence based successful practices to increase student accessibility to arts electives at the secondary level</p>	VAPA Coordinator, Secondary Principals, SGUSD Cabinet	No Budget implication depending on needed adjustments	<p>Increased enrollment in secondary arts classes.</p> <p>Increased number of arts elective offerings (e.g. dance, theater)</p>

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Strategic Direction #2: Increase Equity and Access to Standards Based Arts Education

Goal: Utilize Data for Program Improvement

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2 & 3	Continue assessing efficacy of programs through survey and data analysis	Create annual report template Establish periodic improvement cycle that includes assessment, planning, and implementation. Include in annual report and adjust documents as needed	VAPA Coordinator; VAPA Council	No budget implications	Annual report is provided to the board at the end of every year Survey results indicate positive results with issues addressed in following year

Goal: Ensure Adequate Facilities and Personnel

2 & 3	Facilities plan to support the model program	Move forward with plan to increase facilities access for VAPA opportunities	VAPA Coordinator,	Funding as available to improve facilities in relation to arts education needs assessment.	Improved facilities Annual report
2 & 3	Ensure adequate facilities for showcasing work	Showcase student creative learning (all VAPA artforms) for each site and district-wide Create a digital gallery online	VAPA Advisory Board, Instructional Staff, City	Funding to come from site specific fundraising organizations.	Art showcases are abundant and consistent throughout district. Students have access to showcase their work.
2 & 3	Improve elementary teacher access to materials and space for VAPA curriculum	Secure reliable space for each school site to offer each VAPA art form. Create a process for teachers to access funding for needed VAPA materials Create systems for teachers at each site to access VAPA resources, including support from the coordinator	VAPA Coordinator, Instructional staff	Logistical expenses	Elementary teachers implement curriculum that is available via digital archive and share results. Elementary teachers have dedicated space for arts instruction. A System is in place for elementary teachers to purchase needed materials for VAPA instruction (district curriculum)
2 & 3	Explore community facilities for showcase opportunities	Identify sites in the community that can be used for all-district art show, on-going rotating gallery shows, and one-time performance venues Create partnerships with community members to gain access to spaces to showcase VAPA creations.	VAPA Advisory Board	None, will bring in income stream	SGUSD VAPA work is showcased off campus for community engagement.

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
Goal: Secure Diversified and Sustainable Funding Opportunities					
2 & 3	Set up system to accept donations/sponsorships	Create Business Sponsorship packages	VAPA Advisory Board	None	Additional sources of income for VAPA initiatives are in place.
2 & 3	Collaborate with SEF (San Gabriel Education Foundation)	Expand donation base to increase funding for VAPA goals	VAPA Advisory Board, SEF		Donation base for SEF is expanded, enabling additional funding for SGUSD VAPA initiatives.
2 & 3	Continue to seek and apply for grants	Seek support from the Arts Ed Collective cohorts to identify new grant opportunities	VAPA coordinator	Positive	Several Grants awarded to SGUSD VAPA initiatives every year, establishing history with grantors, increasing funding annually.
2 & 3	Expand site-based funding opportunities	Collaborate with PTA, Boosters, and other site-specific fundraising organizations to help support site specific initiatives	VAPA Advisory Board, PTA, Boosters, etc.	None	
2 & 3	Develop events that raise funds for VAPA initiatives	Continue exploring performance/gallery/presentation events that can bring income streams for VAPA initiatives	VAPA Coordinator, VAPA Advisory Board, Instructional Staff	Costs may be incurred upfront, but recouped	Several events per year are in place that raise funds for VAPA initiatives.
2 & 3	Pursue CTE funding for CTE/VAPA Pathway initiatives	Collaborate with CTE staff to explore ways in which CTE and VAPA initiatives have common ground, or could mutually benefit	VAPA coordinator, CTE counselors	CTE funding could possibly be used as available	Report of key recommendations

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Strategic Direction #3: Communicate the Value of the Arts

Goal: Foster Community Value of and for the Arts

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2	Create VAPA version of "Portrait of a Graduate."	VAPA Coordinator participates actively in Portrait of a Graduate launch and rollout Use Portrait of a Graduate template and SGUSD vision to create a VAPA version where coursework is shown as places where students can practice, synthesize the skills PofaG promotes. VAPA version is accessible, with printed versions made available VAPA version of PofaG is presented/included at parent workshops	VAPA Coordinator, SGUSD leadership	Moderate logistical expenses, printing	VAPA/PofaG documents are available Parents attend workshops where these VAPA specific skills are discussed/presented
2 & 3	Hold parent education nights/workshops to educate about the importance of VAPA as related to Portrait of a Graduate	Plan 1-3 yearly workshops where families are invited to explore the value of the arts, including keynotes, interactive demonstrations, and more Include Portrait of a Graduate documents/program to show how VAPA aligns with PofaG life skills	VAPA coordinator, Instructional staff	Hourly pay for teachers involved, logistical expenses, facilities use	Parent/family participation at events
2 & 3	Pursue and foster community partnerships with businesses, nonprofit organizations, vendors, etc.	Continue to pursue and maintain mutually beneficial relationships with businesses, nonprofit organizations, vendors, etc. →	VAPA Coordinator	None	Effective activities, and
3	Establish internships with local community partners	Working with community partners, nonprofit organizations, and CTE (Career and Technical Education), develop pathways for SGUSD students to intern in arts related fields	VAPA Coordinator, Community partners, instructional staff	None	Student opportunities in arts related careers is expanded through pathways created

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
Goal: Celebrate and Showcase the Arts					
2 and 3	Message out the value of the arts	<p>Launch PR campaign including publications, banners, merchandise, social media and other branding vehicles.</p> <p>Create a VAPA logo for consistent branding for District-Wide arts events</p> <p>Create documents, presentation, visuals</p> <p>Collect research-based documents on the importance of arts education and summarize</p> <p>Connect with and invite University admissions experts to present to our community.</p> <p>Include all principals in all communications</p> <p>Present to Board</p> <p>Survey to assess teachers use of, quantity and quality of education on creativity (all VAPA streams)</p> <p>Involve City of San Gabriel in public relations</p>	VAPA Advisory Board, SGUSD leadership	<p>Printing, web design, logo design expense</p> <p>Sale of merchandise would bring income in</p>	<p>10% Increase in enrollment in VAPA courses</p> <p>Participation in initiatives from classroom teachers</p> <p>Increased community engagement</p> <p>Data from community partners as to participation rates of outside opportunities. i.e. Saturday Conservatory - Are more students taking advantage?</p> <p>Increase in attendance, ELA and Math scores and decrease in suspensions, expulsions, and discipline referrals</p> <p>Wellness survey results improved</p> <p>Decrease in discipline referrals</p> <p>Culture and Climate Survey</p> <p>Additional Elementary teachers signed up to participate in PD program (TEAL, etc.)</p> <p>Survey results from all grade level teachers</p> <p>Counselors provide a VAPA oriented meeting with students, sharing the value of arts as integral to a well-rounded education</p>
3	Continue District Arts Events Planning/exploration	Continue to develop District Wide Arts event in collaboration with the City of San Gabriel	VAPA Coordinator	Logistic expenses	<p>Calendar of District Arts Events</p> <p>Survey results</p>

Phase (s)	Actions	Tasks	Person(s)/group responsible	Budget Implications	Measurable Outcomes (Evidence of Success)
2 & 3	Continually update Virtual gallery and calendar online	Create multiple systems of sorting so community can access information by district/discipline/grade level/school Hire web designer to create and maintain website	VAPA Coordinator	None	Website is up to date A Gallery exists online featuring recent student work
2 & 3	Create opportunities for Secondary involvement in elementary VAPA events	Research funding for transportation, release time, etc. Brainstorm ideas for experiences, performances, activities, onsite, or via online	Instructional Staff, principals, VAPA Coordinator	Transportation, teacher release time	Middle and High School students in arts electives participate in one or more elementary arts events per year

Appendix

SGUSD Practical Vision for Arts Education

Answering the question: "If all things were possible, what would we want to see in place in our District in five years in arts education?" Nov 2, 2018; Updated Jan. 17, 2019

Facilities and Resources	Diversified Funding Streams	Sequential Curriculum	College and Career Pathways	Branding	Professional Support	Student-Driven Voice	Visibility
Tools	Dedicated VAPA budget and dedicated Coordinator to manage budget	Inter-Disciplinary Festivals	Reputation as an excellent Arts Pathway to Arts Schools	Visual Arts requirement in middle school	Paid Assistants – guest artists, coaches, mentors, instructors, etc.	Show an integrated and thematic vision of the outcome of surveying students	Arts visibility on campus
Fully dedicated space for all teachers to use an art room	Invest	Cross Curriculum	Increase in students choosing art pathways after graduation	Students take chosen art all 4 years	Vocational component of learning	Student feedback in programming	Display student work K-12 in all city areas outside of schools
	Partnerships	Collaboration between subject areas		Arts are no longer referred to as an elective	Template for secondary specialists to regularly provide professional development to elementary general education teachers	Access	Students create public art
		Connect to cross-curricular content through creative project-based learning		District messaging	Alumni and community support	Excitement	
		We have fully integrated the Core with VAPA – music, dance, visual arts and theatre		Re-brand name of some courses		Arts = creative collaboration and problem solving	
				Addition of new music ensembles, A.V. art classes, Dance		Self-Expression	
						We have fully seen the student voice; creative endeavors, joy, enthusiasm; exciting to share	

Strategic Directions

To come up with Strategic Directions to guide the plan and address the challenges, the San Gabriel Unified School District Community Arts Team was asked on February 4, 2019: *What creative and innovative actions can we take to address our challenges and move toward our vision?* The Community Arts Team developed the following strategic directions, goal areas, and actions to support implementation.

1. Support High-Quality Arts Education Curriculum and Instruction

Goal 1: Support Teachers Through Professional Development

Actions:

- a. Participate in TEAL - Technology Enhanced Arts Learning - and develop implementation
- b. Develop a shared an accessible resource stream of standards aligned K-12 Arts curriculum
- c. Provide time for schools and community partners to collaborate
- d. Build systems of reserved time for VAPA observation and collaboration
- e. Train elementary teachers in Visual Arts
- f. Provide discipline specific professional development for current VAPA teachers to maintain best practices
- g. Include secondary teachers in K-5 committees and vice versa to help with vertical collaboration

Goal 2: Develop and Implement Comprehensive K-12 VAPA Programs

Actions:

- a. Define Model K-12 Program(s) through research and collaboration
- b. Empower students with knowledge and skills for their educational/vocational journey
- c. Create avenues for student to student interaction, i.e. student mentorship
- d. Work vertically (K-12) and horizontally (cross-curricular)
- e. Create a comprehensive CTE (Career and Technical Education) program 6-12
- f. Develop a skill level matrix (related to CTE)
- g. Create a Vision Statement
- h. Develop a schedule for K-5 Visual and Performing Arts
- i. Develop courses/program to fill the gaps as described in Gap Analysis (SD 2.1.a)
- j. Create a schedule that is based on models
- k. Build a comprehensive, integrated VAPA program at all levels, K-12
- l. Increase number of periods at high school for more Arts (from 6 to 7-8 periods/day)

Goal 3: Establish District-Wide VAPA Coordination

Actions:

- a. Create SGUSD VAPA Advisory Board (permanent, 2-year commitment)
- b. Create VAPA Coordinator position and hire/appoint qualified VAPA Coordinator
- c. Create a centralized process and systems to inventory and process VAPA needs

2. Increase Equity and Access to Standards Aligned Arts Education

Goal 1: Utilize Data for Program Improvement

Actions:

- a. Perform GAP analysis through lens of cohesive vertical alignment, K-12
- b. Generate coordinated recommendation to the Board
- c. Implement changes as appropriate based on evaluation results (ongoing)
- d. Establish periodic improvement cycle that includes assessment, planning, and implementation
- e. Accurately report VAPA data to Create CA (Statewide data sent to California Department of Education), etc.

Goal 2: Ensure Adequate Facilities and Personnel

Actions:

- a. Assess available facilities/personnel and include findings in GAP Analysis Report
- b. Ensure and employ necessary part time and/or full-time staff in order to provide equitable student access to comprehensive 2019 California VAPA Standards aligned curriculum in all 5 arts disciplines - Visual Art, Music, Dance, Theater, and Media Arts
- c. Secure dedicated, an appropriate space at every site for every Arts discipline
- d. Create, maintain, and secure stable/permanent spaces (i.e. for live performance, gallery exhibits, digital gallery online) to showcase student creations

Goal 3: Secure Diversified, Sustainable Funding Opportunities

Actions:

- a. Research opportunities and apply for grants each year
- b. Develop events that raise funds for VAPA initiatives
- c. Coordinate with San Gabriel Education Foundation (SEF) to support VAPA initiatives
- d. Set up system to accept donations/sponsorships
- e. Connect with community partners i.e. nonprofits for mutually beneficial services that align to VAPA initiatives
- f. Pursue CTE funding for CTE/VAPA Pathway initiatives

3. Communicate the Value of the Arts

Goal 1: Foster Community Value of and for the Arts

Actions:

- a. Align VAPA Goals with district initiatives (e.g. Portrait of a Graduate) and include in LCAP
- b. Hold Parent education nights/workshops to educate about the importance of VAPA as related to “Portrait of a Graduate”
- c. Involve the City of San Gabriel in public relations
- d. Pursue and foster community partnerships with businesses, nonprofit organizations, vendors, etc.
- e. Establish “internships” with local community partners

Goal 2: Celebrate and Showcase the Arts

- a. Develop a multi prong communication plan articulating a clear “why” for the arts, including website, social media, and printed publications.
- b. Provide community performance and gallery opportunities to showcase SGUSD arts

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2018-2019**

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