



El Monte Union High School District Arts Education Plan

Day One: February 27, 2015

Day Two: March 5, 2015

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Facilitated by:

***El Monte Union High School District In Partnership With
Arts For All***

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El Monte Union Guiding Principles

District Values and Mission:

Vision Statement:

The VISION of the El Monte Union High School District is to cultivate and empower our students to be ethical, productive, successful and contributing members of our global society.

Mission Statement - The El Monte Union High School District will:

- Advocate, nurture and sustain a positive school culture through a challenging and rigorous, standards-based curriculum that promotes achievement for all students;
- Ensure management of the organization, operations and resources for a safe, efficient and effective learning environment that is conducive to student learning and staff professional growth;
- Collaborate with families and community members, respond to diverse community interests and needs, and mobilize community resources;
- Model a personal and institutional code of ethics and develop professional leadership capacity

School Arts Survey Data Reflection

Survey Data Reflection

The group was asked to reflect on the Arts for All School Arts Survey Data to identify things we need to keep in mind during the planning process. The following answers were shared:

What stands out based on what you read in your survey results?

- The data isn't accurate; it seems like people answer without information and possibly to look like they are performing better than others
- Rosemead does have Media Arts full time!
- Half of us answered
- Results are mostly accurate
- Surprised to answer media – It's in a different department. People didn't answer to what they know
- Inflated responses to make us look good; if it influenced public perception district might stretch answers to look good
- Questions process leading – Asked questions we couldn't answer
- "Here's what your boss said." vs. "What we have" – Give us the difference!
- Reactions to it looking so good, knowing it isn't
- District average not included
- Some of the information/results do reflect our experience
- Where are the key elements not represented in survey in the model?
- (Note: Gave a few minutes to Matt and CAT to discuss the experience of the survey)
 - Survey not friendly, and stiff
 - Not written in our language (AFA language but not Arts staff language)
- "Statistics don't lie, but liars use statistics"
- No website presence – hard to ask for money without it
- Percentage of enrollment of students in music (goals should be at least 10%)

What have you learned from the review?

- Lacking consistency and vision
- Goals determined by A-G requirements
 - Only valuable if A-G approved
 - Affects consistent enrollment
- Different campuses different strengths
- Good SAS calibration
- The questions lend to too much interpretation (i.e. what is technology? – no shared definitions and understanding – this results in wide varied answers

Strengths... What are the strengths in our district	Weaknesses... What are the areas for growth
<p>Post High School</p> <ul style="list-style-type: none"> • Are we meeting college/career prep in Arts disciplines • Sequential/progression informal • Need to establish career pathway pipeline by site or discipline – not consistent <p>Coordination</p> <ul style="list-style-type: none"> • Coordinate district choir events • All sites have dedicated choral accompanist • District-wide coordination within VAPA without coordination • High number of student exhibition & performance <p>Space</p> <ul style="list-style-type: none"> • Music tech instead of music appreciation • Class offerings starting to get exciting <p>Arts Offerings</p> <ul style="list-style-type: none"> • District offers great performance spaces • Two auditoriums with manager <p>Support</p> <ul style="list-style-type: none"> • Many sites enjoy administrators support of VAPA • Most administrators support developing strong Arts programs • District-wide willingness to support the visual and performance Arts disciplines <p>Teaching/Instruction</p> <ul style="list-style-type: none"> • Quality teaching staff • Music/visual Art teachers all FT, HQT in Arts • Perspective consistency in VAPA teachers • AHS has maintained expert instructors (in music department) hiring practices • RHS has artistic rigor – EMHS & AHS <p>Outreach/Community Parent Involvement</p> <ul style="list-style-type: none"> • No parental input for Art exhibitions – site & program specific <p>Professional Development</p> <ul style="list-style-type: none"> • Amazing professional development – One of the few districts that have instructional coaches (more recent development) • Recent amazing/exciting day incorporate new Common Core specific to disciplines (Brilliant colleagues) • CTE program offers opportunities to develop VAPA 	<p>Equipment & Facility</p> <ul style="list-style-type: none"> • Inconsistencies with professional development & recruiting opportunities (students & teachers) • Equipment replacement, repairs greatly needed (band instruments, clay for ceramics & other Art supplies) • Facilities are inadequate (no drama room at MVHS, Arroyo music room, etc.) • Arts teacher a part of interviewing process • Need for representative to provide accountability; expectations are different/accountability varies from site to site • Technology updated & consistent throughout district is needed <p>Coordination & Consistency of VAPA</p> <ul style="list-style-type: none"> • Not all schools offer classes that meet Core Arts Anchor Standards (ex. music appreciation) • Creating/producing/performing connection missing • Theatre across district not robust • Dance across District not robust • Lack of consistency within each discipline across district • “Are we addressing cultural inclusivity?” • Lack of coordination among Art disciplines (ex. “choir doesn’t talk to band”) • Cross VAPA learning & sharing (wide variation of what we do) • Inconsistencies exist from site to site with integration of VAPA • Guidance Department support varies by discipline & school (some are reliable/consistent) <p>Funding</p> <ul style="list-style-type: none"> • Fiscal commitment is based on whim of the principle • Need for alignment with LCAP • Allocation of resources <p>Admin/Infrastructure Leading to Sustainability</p> <ul style="list-style-type: none"> • Rotating administration causes inconsistency • Need for alignment for hiring to determine competency (need to spend time for long term investment – alignment) • Rehearsal/room spaces lack basic function (ex. storage, inconsistent quality, costumes for drama, etc.) • District-wide accountability needed (vs. site)

Vision for Arts Education




Vision: If all things are possible what would we like to see in place in the next 3-5 years?

Diverse Student VAPA Showcase Opportunities District-Wide	Student Experiences that Meet the NCAS	Sufficient Up to Date Materials & Facilities to Meet Core Arts Standards	All Students Have Access to All 5 Arts Disciplines at All Campuses	District-Wide VAPA Coordination	Active Parent Involvement in Established Community Partnership	Established Guaranteed Reliable Funding Resources
<p>Carnival with Mariachi/Banda/ Jazz (instrument & vocal)/theater stage performances/ Art for sale (student Art) – all student run</p> <p>Recording Arts/ Media Arts/Rock Show – all student run (showcase talent, greater student involvement in Arts)</p> <p>District Arts Festival (like a Renaissance Fair thingy) – everything is done by kids</p> <p>More concerts at schools</p> <p>Art disciplines exhibiting together in community</p> <p>Festival with awesome EMU traditional groups</p> <p>More student performances/ exhibitions</p>	<p>Resulting in students creating, producing, responding & connecting in the Arts</p> <p>Right brained to enhance awareness of global environment & understanding of self & others</p> <p>Arts incorporating local cultures</p> <p>Students become trainer/teacher of trainers/teachers – taking their knowledge & experience to lower levels</p> <p>Confidence to achieve & accomplish anything due to discipline learned</p> <p>All students venture out of local community to broaden career goals/ visions</p>	<p>Equipment has been replaced, repaired, etc.</p> <p>Adequate rehearsal space & tutors for Arts disciplines</p> <p>Updated music libraries on all campuses</p> <p>400 seat theater on SEHS/MVHS/AHS campuses</p> <p>Robust (replenishing) budgets for facilities/equipment</p> <p>Properly equipped rooms</p> <p>Proper/adequate equipment that's up to date; enhancing student learning/outcome</p>	<p>Accessibility for all students EL, SPED, GATE</p> <p>Reaching the other 80% (of student body)</p> <p>Clear career pipeline for Arts</p> <p>Robust Arts programs in all disciplines (theater & dance)</p> <p>Dance program in place at all schools</p> <p>Larger percentage of students involved in Arts</p> <p>More diverse class offerings within Art</p> <p>All Students complete a 3-4 year pathway in one of the VAPA sectors; well versed & learned talent</p>	<p>VAPA coordination</p> <p>VAPA coordinator at district</p> <p>Established protocol in hiring process of Arts teachers</p> <p>VAPA representative meeting with all VAPA teachers to plan events</p> <p>Strong committed staff that share the same vision</p>	<p>Community pride</p> <p>Large percentage of parents attending concerts</p> <p>Strong parent involvement</p> <p>Community gallery space</p> <p>Local partnerships that support Arts program; local gallery with student Art shows</p>	<p>City/county collaboration help for funding & exhibitions</p> <p>Grant writing</p> <p>LCAP alignment for funding sustainability</p>

Current Reality

<i>These are STRENGTHS of our group to help us achieve our vision...</i>	<i>These are some of the BENEFITS of achieving our vision...</i>
<ul style="list-style-type: none"> • Establishing quality programs • Committed to Arts education/Arts opportunities • Many excellent performances • Make good use of resources • Most are using core Arts standards • Number of teachers, large student enrollment • Not in our own bubble, involved not in silos • Multiple levels of stakeholders • Student, community, teachers, administrator, counselor 	<ul style="list-style-type: none"> • LCFF could allow more control • Increase enrollment • Increase test scores & highest academic achievement • Increase functioning humanity • Less stressed students • More student buy-in on campus • More community pride/interface • More ambition/inspiration in life • Visibility in community (good publicity) • Positive recognition • Availability of money/grants
<i>These are some of our AREAS FOR GROWTH of district that could prevent us from achieving our vision ...</i>	<i>These are some potential DANGERS of achieving our vision...</i>
<ul style="list-style-type: none"> • A lot up in the air right now – how to advocate with leadership gap • Varying degrees of support/inconsistencies (school board level too) • We don't want to get too excited about vision, a little fear • Doubt - "This is not going to happen" • No theater/dance representation • Not a really strong relationship with the board (personal agendas) • Not enough collaboration time • Culture of core areas increasing (and elected in seen only to exist to support core - perception of arts as fluff) 	<ul style="list-style-type: none"> • Could leave out what is needed for theater/ dance representatives • Could leave out core elements/components • Potential backlash • Potential resistance (ex. with these days off alone) • Dependent upon funding or position – could create divides • Could drop the ball • We are busy already • Downturn after many years funding/sustainability • Increase enrollment • Back peddling • Taken apart in future • We want drums but get drum sticks

Strategic Directions for El Monte Union High School District

<i>What are the innovative, creative, strategic actions can we take to make our vision a reality?</i>				
Advocating for Stakeholder Investments 	Educating all Stakeholders <ul style="list-style-type: none"> Get information/training to administration/counselors Create a line of communication between junior college & middle schools for best practices for best practices & diversity in curriculum Training to VAPA staff on communicating with Guidance Department Guest speakers “experts” to work with students & promote career goals Meet with guidance to develop clear path Administrative encouragement of students to venture out of city for performance opportunities 	Advocating for Support of VAPA Program <ul style="list-style-type: none"> Educate board members – invite them to schools “Contribution”, “survival”, implementation” Get us involved with LCAP committee – get monies allocated 	Expanding Parent and Community Outreach <ul style="list-style-type: none"> More parent communication, automated phone calls Work with parent liaisons to maximize parent involvement Create/write a district parent student handbook for the Arts Call/meet with city of county to see ways we can help each other Get parents involved, get them connected Website presence Plan out community events & outreach with community liaisons 	
Cultivating Sustainable Resources 	Expanding Funding Sources <ul style="list-style-type: none"> Use current grant writer to investigate grants & help understand process Compile list of outside funds including resources Apply for grants 	Identifying & Purchasing VAPA Equipment & Materials to Meet Needs <ul style="list-style-type: none"> Add permanent VAPA materials item to district budget Survey programs for “Wish List”, prioritize material, equipment, & facility needs Inventory what’s needed for equipment facilities Research on equipment necessary to improve/inspire student aspiration in the Arts & core curriculum Prioritize needs through surveys & assessments 		
Securing & Advancement of VAPA Programs 	Appointing VAPA Coordinator to Monitor & Support VAPA Programs <ul style="list-style-type: none"> Hire a VAPA Coordinator 1 period position to act as VAPA Coordinator Are there current positions that can incorporate VAPA or is it a new position? Allow for site & district-wide Arts collaboration Collaborative meetings VAPA release time for coordination of NCAS & Common Core Teacher on assignment? 	Coordinating VAPA Showcases, Professional Development & Collaboration <ul style="list-style-type: none"> Create a student led district-wide team for collaboration of diverse student VAPA showcase VAPA instructors collaborate together & organize student involvement at integrated showcases Schedule 1 VAPA show on your campus (get support) Calendar district-wide VAPA collaboration days including VAPA showcase Maximize district professional development customized for Arts disciplines More strategic plan for other schools to use RHS & EMHS auditoriums for rehearsals & performances Travelling Art Show that goes from site to site 	Expanding VAPA Program Offerings <ul style="list-style-type: none"> Core Arts based policy to ensure offerings all disciplines Expanding more class offerings (replace antiquated courses) Hire dance & drama (to expand) 	Securing all 5 Disciplines at all Sites <ul style="list-style-type: none"> Create a district-wide VAPA teacher search/ hire policy and/or rubric Develop hiring process with Google Doc discussions Hire teachers for all 5 VAPA areas at every site Hiring VAPA teachers Hiring VAPA teachers for all disciplines at all sites

Three Year Strategic Directions Goals and Outcomes

Committee	Year 1 Goals	Year 2 Goals	Year 3 Goals
<p style="text-align: center;">Advocating for Stakeholder Investments</p>	<ul style="list-style-type: none"> ● Board approved VAPA plan ● Allocated district gallery space ● Integrated into LCAP budget allocations ● Promotion of events ● Identified stakeholders community partners, meet with individuals/representatives (include district media – spread efforts) ● Partnered with journalism classes to establish VAPA newsletter ● Guidance partnership *Plaster city with Art 	<ul style="list-style-type: none"> ● Regular ongoing board communication - at least 1 X per year ● Plan for younger generation & parents ● Advertisements in place – Web presence (Instagram, tweets, Facebook, other) ● Selling SWAG!! ● Meet with stakeholders/partners to secure resources & collaboration ● Community Arts Committee with community representatives ● Ongoing vehicle for communication to ensure community presence (ex. newsletter) ● Guidance partnership *Plaster city with Art 	<ul style="list-style-type: none"> ● VAPA stakeholder program with parent coordinators at each site ● Community pride demonstrated 50% increase showcases/performances attendance ● Positive reputation demonstrated by active participation & support through social media, increased donations, attendance at events, community performances ● Vibrant student art scene demonstrated by social media, displayed on campus, art featured in community ● Guidance partnership *Plaster city with Art
<p style="text-align: center;">Cultivating Sustainable Resources</p>	<ul style="list-style-type: none"> ● Established money for VAPA coordination ● Completed inventory assessment for equipment & facilities ● Incorporated VAPA needs in LCAP ● Prioritized VAPA needs in a sequential way ● Applied for grants (ex. AFA Advancement Grant) 	<ul style="list-style-type: none"> ● VAPA district/site program budget(s) (consistent from site to site) ● Purchased increased priority VAPA items ● Developed a plan for future funding & purchases ● Established a deferred maintenance plan ● Supported fundraising efforts 	<ul style="list-style-type: none"> ● Grant writer secures VAPA resources ● Facilities & equipment necessary to support all 5 disciplines at all sites ● Resource allocated for all VAPA personnel ● Established a deferred maintenance plan ● Supported fundraising efforts

Committee	Year 1 Goals	Year 2 Goals	Year 3 Goals
<p>Securing & Advancement of VAPA Programs</p>	<ul style="list-style-type: none"> ● Assessed existing offerings ● Assessed & promote student interest & started discussions ● Hired Arts Coordinator (Launch proposed) ● Scheduled VAPA site festival events on each campus ● Start site meetings ● Survey/evaluate VAPA professional development needs & interest (provided 1 professional development day?) ● Identify/clear policies & procedures & share them with new teachers ● Update hiring procedure 	<ul style="list-style-type: none"> ● Course expansion planned ● Curriculum design secured ● Hiring process in place ● Development of position ● Integrate sites into a district-wide festival ● Site representatives to district meetings ● Professional development day for each discipline with specialists ● Arts Coordinator explore professional development best practices ● Refine clear policies & procedures 	<ul style="list-style-type: none"> ● Highly qualified teachers in 5 disciplines across all sites; plan to complete if not in place ● Ongoing coordination of plan (Arts Coordinator position) ● Diverse student VAPA showcase opportunities ● Ongoing collaboration VAPA site & district-wide (meetings) ● Ongoing professional development shared learning/practices (clear protocols & procedures) ● Refine, refine, refine (clear policies & procedures)

El Monte Union Year One Action Plan

Committee	Launch Activity	Quarter I Jul – Sep 2015	Quarter II Oct – Dec 2015	Quarter III Jan – Mar 2016	Quarter IV Apr – Jun 2016
Advocating for Stakeholder Investments <i>Cathy, Ivan, Keith</i>	Outreach to sites & community to form committee (i.e., counselors, site representatives, community – PTSA liaisons) Identify partners (feeder district, city councils manager, business, sites (H.S.), state & county offices) Council (administrative) presentation Advocate at LCAP meeting Site presentations Presentation to board	Create dialogue followed by letter of invite to key stakeholders In service of VAPA teachers on the plan to set goals for year 1 Include guidance representatives; yearbook & journalism teachers	Community VAPA meeting (first part of October) Board presentation & update (SWAG handout at the end of the meeting) Begin promotion of events using media Arts program (journalism, choir, etc.)	Begin looking for designated locations to showcase student Art (city halls, community location, county, MOUs, etc.) Have designated locations to showcase Art in community center, city halls, etc.) Community Arts Committee meeting School board & city update & presentation	Positive reception with all stakeholders (end of year event) Community Arts Committee meeting Key topics for CAC to be included in agenda – Advocacy/awareness event opportunities, resource development, community needs, partnership
Cultivating Sustainable Resources <i>Keith, Nancy, Jennifer</i>	April application of AFA Advancement Grant Assess & explore feasibility of VAPA Coordinator – Determine plan for securing allocation needed VAPA CAT representative attend/ participate in all LCAP needs	VAPA CAT representative attend/ participate in all LCAP needs Hire/secure VAPA Coordinator (ASAP)	VAPA CAT representative attend/ participate in all LCAP needs VAPA Coordinator establish VAPA funding opportunities list (update ongoing) Create initial VAPA budget & wish list prioritized by needs	VAPA CAT representative attend/ participate in all LCAP needs Create equipment & facilities maintenance & updates needed plan site/district-wide Make a request of/from stakeholders for resources from wish list Apply for ongoing grant opportunities as identified Plan for LCAP inclusion in year 2	VAPA CAT representative attend/ participate in all LCAP needs Inventory assessment for equipment & resources (all VAPA teachers)
Securing & Advancement of VAPA Programs <i>Danielle, Joel, Raffael, Mike</i>	Draw up proposal for VAPA Coordinator position (present to board) Create description for VAPA Coordinator Schedule site VAPA presentation	Hire VAPA Coordinator VAPA event on each campus Create policy handbook for new teachers Establish plan for professional development day by exploring initial	Face value assessment of class offerings (create list) – October Propose course offerings in course selection sheet - December Survey student interest for	Assess resources for class offerings Create & send out survey to teachers to determine professional development needs – do with equipment/facilities inventory	Coordinate with “Sustainable Resources” Committee to identify costs/expenses for course year resources for year 2

Committee	Launch Activity	Quarter I Jul – Sep 2015	Quarter II Oct – Dec 2015	Quarter III Jan – Mar 2016	Quarter IV Apr – Jun 2016
	Schedule VAPA-site meeting (late start) Research & develop updated hiring procedure specific to VAPA Schedule VAPA event on each campus	options	class offerings (current & potential) – November		

El Monte Union Year Two Action Plan

Committee	Quarter I Jul – Sep 2016	Quarter II Oct – Dec 2016	Quarter III Jan – Mar 2017	Quarter IV Apr – Jun 2017
<p>Advocating for Stakeholder Investments <i>Cathy, Ivan, Keith</i></p>	<p>Digital presence (i.e., twitter, web picture) In service: Training best practices goals (1st half) Community CAC meeting (second half)</p>	<p>Community CAC meeting Community training Board update VAPA partnership training with feeder schools Journalism yearbook document & blog Continue to identify partners Selling SWAG</p>	<p>Community CAC meeting Continue to identify partners Selling SWAG VAPA partnership training with feeder schools Journalism yearbook document & blog</p>	<p>Community CAC meeting Board update VAPA partnership training with feeder schools Journalism yearbook document & blog</p>
<p>Cultivating Sustainable Resources <i>Keith, Nancy, Jennifer</i></p>	<p>Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list</p>	<p>Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list</p>	<p>Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list</p>	<p>Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list</p>
<p>Securing & Advancement of VAPA Programs <i>Danielle, Joel, Raffael, Mike</i></p>	<p>VAPA Coordinator researches best practices in professional development Develop plans for implementing missing VAPA programs Discuss & plan proposals to create full time coordinator/TOSA VAPA site meetings continue District VAPA meetings begin & continue</p>	<p>VAPA Coordinator researches best practices in professional development Develop plans for implementing missing VAPA programs (will involve modifications /changes/ modernization of current offerings) Fall professional development opportunity by discipline Discuss & plan proposals to create full time coordinator/TOSA VAPA site meetings continue District VAPA meetings begin & continue</p>	<p>VAPA Coordinator researches best practices in professional development Develop plans for implementing missing VAPA programs Discuss & plan proposals to create full time coordinator/TOSA VAPA site meetings continue District VAPA meetings begin & continue</p>	<p>VAPA Coordinator researches best practices in professional development Implement first priority of addition of VAPA teachers VAPA site showcase Discuss & plan proposals to create full time coordinator/TOSA VAPA site meetings continue District VAPA meetings begin & continue</p>

El Monte Union Year Three Action Plan

Committee	Quarter I Jul – Sep 2017	Quarter II Oct – Dec 2017	Quarter III Jan – Mar 2018	Quarter IV Apr – Jun 2018
Advocating for Stakeholder Investments <i>Cathy, Ivan, Keith</i>	Parent centers envelope Arts For All Survey & review 3 year trend of data CAC quarterly meetings	Selling SWAG CAC quarterly meetings	Selling SWAG CAC meeting CAC quarterly meetings	Board update Evaluate & make new goals CAC meeting
Cultivating Sustainable Resources <i>Keith, Nancy, Jennifer</i>	Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list	Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list	Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list	Inclusion in LCAP planning & budget allocations Research & apply for grants Ongoing identification of needs related to resources, equipment & facilities Biannual community/stakeholders wish list
Securing & Advancement of VAPA Programs <i>Danielle, Joel, Raffael, Mike</i>	VAPA site meetings continue VAPA Coordinator shares best practices in professional development Professional development plan for all VAPA teachers (with follow up included)	VAPA site meetings continue VAPA Coordinator shares best practices in professional development Fall professional development opportunity by discipline	VAPA site meetings continue VAPA Coordinator shares best practices in professional development If not in place, full-time VAPA TOSA/Coordinator position	VAPA site meetings continue VAPA Coordinator shares best practices in professional development Highly qualified teachers in all 5 disciplines across all sites (Cross-discipline) VAPA district showcase

Year One, Quarter I Implementation Plans

Advocating for Stakeholder Investments Quarter I Implementation Plan

Launch Activities:

- Outreach to sites & community to form committee (i.e., counselors, site representatives, community – PTSA liaisons)
- Identify partners (feeder district, city councils manager, business, sites (H.S.), state & county offices)
- Council (administrative) presentation
- Advocate at LCAP meeting
- Site presentations
- Presentation to board

Year I, Quarter I Activities:

- Create dialogue followed by letter of invite to key stakeholders
- In service of VAPA teachers on the plan to set goals for year 1
- Include guidance representatives; yearbook & journalism teachers

Implementation Steps (How)	Who	By When	Indicators of Success
1. Solicit community support	Ivan, Keith, Cathy	By April	# of sites visited
2. Write letters to potential community members/stakeholders	Keith & staff	By August	Emailed letters & RSVPs
3. Create PowerPoint presentation for administrative, council, site	All CAT Committee	By April	Completed presentation
4. Board presentation	CAT	May/June	Plan approved & accepted by Board
5. In service VAPA teachers (Guidance, yearbook, newspaper, etc.) on year 1 goals	CAT & consultant	September	Sign-in sheets
6. Schedule first CAC meeting	Keith	October	Sign-in sheets
7. Board presentation first-year goals	CAT	October	On Board agenda

Resources Needed:

- Workshop time (money)
- Templates for PowerPoint Board presentation
- Template for letter

Other Things to Consider:

Cultivating Sustainable Resources Quarter I Implementation Plan			
Launch Activity: <ul style="list-style-type: none"> • April application of AFA Advancement Grant • Assess & explore feasibility of VAPA Coordinator – Determine plan for securing allocation needed • VAPA CAT representative attend/ participate in all LCAP needs 		Year I, Quarter I Activities: <ul style="list-style-type: none"> • VAPA CAT representative attend/ participate in all LCAP needs • Hire/secure VAPA Coordinator (ASAP) 	
Implementation Steps (How)	Who	By When	Indicators of Success
1. Review Advancement Grant – check with AFA coach	Keith/Martha (Aja)	March 10	Reviewed
2. Apply for Advancement Grant	Martha (Keith)	April 4	Submitted
3. Talk to personnel & business to research VAPA Coordinator (implement accordingly - approvals, timelines, etc.)	Keith	March 15	Idea of possible position or funding
4. Attend LCAP	Ivan & Keith	Thursday	Attended
5. *If able – Interview VAPA Coordinator, select & hire (include CAT representatives on interview panel)	Keith & VAPA friends	July 1-Oct 1 – early as possible	VAPA hired
Resources Needed: Money for VAPA	Other Things to Consider: VAPA Coordinator affects entire timeline		

Securing & Advancement of VAPA Programs Quarter I Implementation Plan			
Launch Activity: <ul style="list-style-type: none"> • Draw up proposal for VAPA Coordinator position (present to board) • Create description for VAPA Coordinator • Schedule site VAPA presentation • Schedule VAPA-site meeting (late start) • Research & develop updated hiring procedure specific to VAPA • Schedule VAPA event on each campus 		Year I, Quarter I Activities: <ul style="list-style-type: none"> • Hire VAPA Coordinator • VAPA event on each campus • Create policy handbook for new teachers • Establish plan for professional development day by exploring initial options 	
Implementation Steps (How)	Who	By When	Indicators of Success
1. Create job description & proposal for VAPA Coordinator position	(Jennifer) (Aja) & Danielle	April 15	Board submission
2. Research & develop updated hiring procedures specific to VAPA teachers	Joel & Raffael (Jennifer)	June 1	Teachers hired with new strategies
3. Schedule VAPA-site late start meetings for development of VAPA events	Keith	March 15	Late start VAPA meetings on site
4. Discuss procedure for hiring VAPA Coordinator/ TOSA	(Danielle) & Jennifer	June 1	Successful hiring of VAPA Coordinator
5. Create policy for new teachers	Nancy	Sept 1	Handbook distributed to all teachers
6. Hire!	All (Keith)	Sept 1	
Resources Needed: Resources of job descriptions Group collaboration method (Google Doc)	Other Things to Consider: Lots of time to prepare required		

Next Steps

- Finished draft plan within 2 weeks
- VAPA Coordinator job descriptions
Attn: Keith, Jennifer & Danielle
- Sample Board presentations – Whole packet, consider Board recommendations?
- Quarterly review process
- Apply for Year 2
- Possible march 19th
 - Job description
 - Board proposal for Coordinator
- When/how will your team stay connected?
- Google Doc for plan updates – Agree on process for revisions
- Email CAT list